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ABSTRACT

This student booklet on choosing an occupation is one of six in the Employability Skills Series, a set of instructional materials designed to teach secondary students and adults the skills involved in getting and keeping a job. The competency-based material is oriented to young adults but written at approximately the fifth-grade reading level. (An instructor's guide is available separately as CE 031 156.) Designed to show the student some ways to find out about himself/herself and about different occupations, the unit focuses on three areas: looking at oneself, exploring occupations, and matching oneself to an occupation. A list of seven knowledge and performance objectives acts as a table of contents. For each objective there are several pages of instructions and some activities for practice. A performance test with performance checklist is provided for each performance objective; a self-test is provided for each knowledge objective. Answer keys are provided for activities and self-tests where needed. These other materials are also given: unit review and glossary. Appendixes include an Occupational Outlook Handbook, Occupations Chart, list of helpful names and addresses, and extra copies of the forms used in the unit. (YLB)

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# Choosing an Occupation

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CE 031 135

# Choosing an Occupation

**July, 1979**

State of Florida
DEPARTMENT OF EDUCATION
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
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*DIVISION OF VOCATIONAL EDUCATION*

This public document was promulgated at a cost of $2,304.00 or $1.15 per copy to provide educators with employability skills instructional materials to be used with secondary school students and adults.

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# Choosing an Occupation

## Thinking about Yourself

**Types of Information about Yourself**

**How to Find Out about Yourself**

## Getting Information about Yourself

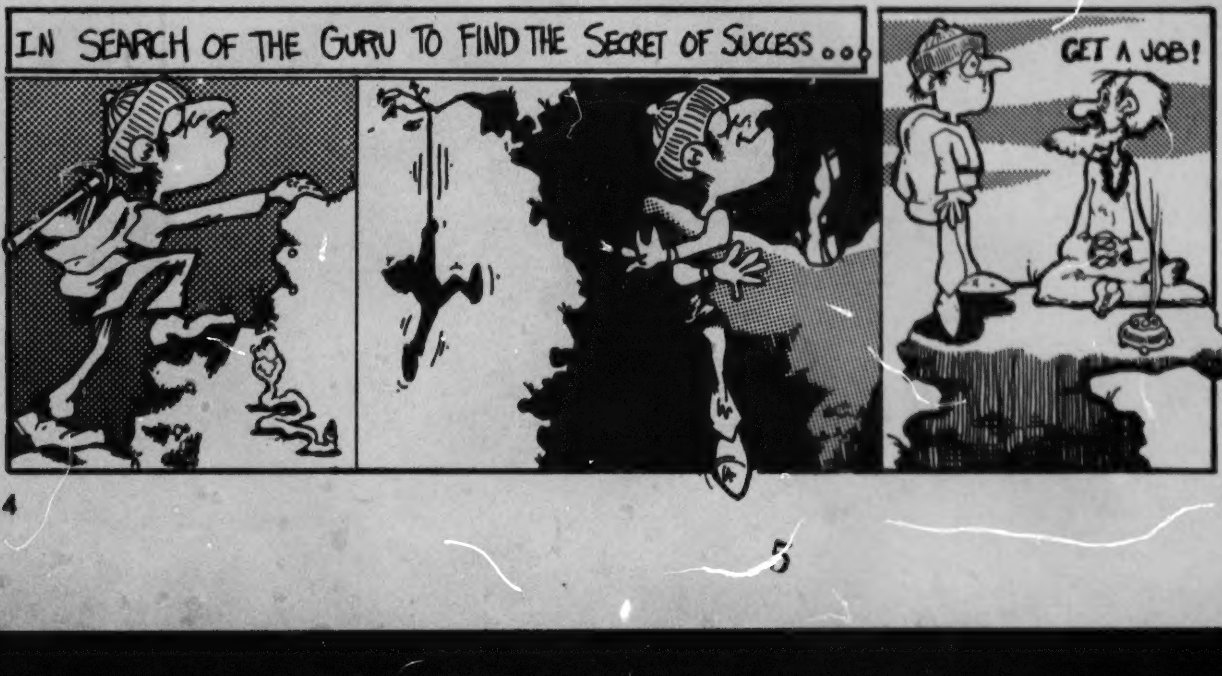
**Types of Information about Occupations**

**How to Get Information about Occupations**

## Matching Yourself and Occupations

**Comparing Occupations**

**Planning Ahead**


IN SEARCH OF THE GURU TO FIND THE SECRET OF SUCCESS . . .
GET A JOB!

The kind of work you choose to do for a living will be important to you! After all, you'll spend a lot of time doing it. Your occupation will affect where you'll live, how you'll live, and who you'll meet and spend time with. That's why it's important to know how to choose an occupation that's right for you. You'll want to find one that you'll be happy in.

Think about the things you like to do. Then imagine yourself 10 years from now. What kind of work do you see yourself doing?

This unit, *Choosing an Occupation*, will show you some ways to find out about yourself and about different occupations. You'll see how to check out an occupation to see if it suits you. This unit won't match you to one particular occupation, however, because there may be several good choices for you. If you want to learn how to find out about occupations that fit in with your abilities and interests, this unit is a good place to start.

There are three things to consider when you are choosing an occupation. In this unit, you'll look at each one, one at a time. In the first section, you'll be looking at *yourself*—what your abilities, interests, work preferences, and values are. In the second section, you'll learn how to explore an occupation. Then you'll collect information about two occupations. In the last section, you'll compare the information you've gathered about these occupations to the information you've written down about yourself to see how well they match.

Here's how to use this booklet.

**Read the objectives on page 7.** The objectives tell you exactly what you should be able to do when you have finished the unit. There are two kinds of objectives in this booklet: performance objectives and knowledge objectives.

Performance objectives are marked with an arrow. A performance objective tells you what you must be able to *do*.

**Do it!**

Knowledge objectives tell you what you should *know* when you have completed the unit.

**Work through the unit.** For each objective, there are several pages of instruction and some activities that allow you to practice what you have learned. Each objective also has a test.

For each *performance objective,* you will take a performance test to see whether you have mastered the skills described in the performance checklist. Each performance test includes a performance checklist that your instructor will use to see whether you have done the performance test correctly. After you finish the performance test, show your work to your instructor for approval. If it is correct, your instructor will initial the space beside that objective on page 7. If it is not correct, you will be asked to correct it or be given a chance to review and take the performance test again.

For each *knowledge objective,* there is a self-test in the booklet. The self-test gives you a chance to be sure you know the objective before you take the final (unit) test. Try to answer these self-tests without looking up the answers, so that you will be prepared for the final test. Your instructor will give you this test when you have finished the unit.

**Review the unit.** When you have finished the booklet, use the *Unit Review* on page 74 to be sure you know the answers to all of the knowledge objectives. This is also the time to check [illegible]ee whether you've completed the performance tests.

**Take the final unit test.** The unit test is a written, closed-book test. You probably won't have much trouble with the final unit test if you've read the information, done the activities, and answered the self-tests without looking back for the answers.

**Use the glossary.** Some of the words in this booklet may be new to you, or they may be used in a different way. At the end of the unit is a glossary, which is a list of words with their meanings. Use this list when you aren't sure what a word means.

Based on what they like to do and the things they're good at, most people choose an occupational area. Then they get the skills and training for jobs in this area. This unit can show you how to begin your search for a career so that you can start working on the skills and education you'll need to get the job you want.

**As you work through the unit, you'll find information printed in boxes like this one. You won't be tested on this information, but you may find it helpful and interesting to read.**

## Objectives

After completing this unit, you should be able to:

| | | INFORMATION PAGES | TEST PAGE | INSTRUCTOR'S INITIALS ON PERFORMANCE TESTS |
|---|---|---|---|---|
| | 1. List four kinds of information about yourself to use when deciding on an occupation. | 10-14 | 29 | |
| | 2. List three ways to find out about your abilities, interests, work preferences, and values. | 15-28 | 29 | |
| | 3. List three major types of job information to collect before deciding on an occupation, and give an example of each type. | 32-38 | 41 | |
| | 4. List three things that you can do, besides reading about jobs, to get information about an occupation. | 43-56 | 57 | |
| | 5. Write the titles of two printed sources of occupational information that have been described in this unit. | 45-52 | 57 | |
| Do it! | 6. Supply, in writing, correct information about an occupation that you have collected from printed information, interviews with workers, or other sources. | 49-60 | 62 | ☐ |
| Do it! | 7. Using the Match Sheet, compare your personal traits to those of two different occupations. | 65 | 66 | ☐ |

## *Putting Yourself in the Work Picture*

Your choice of an occupation is one of the biggest decisions that you'll ever make. Before deciding on one, it's important to think seriously about what occupations will fit in with your personal traits and work preferences.

You have your own special combination of abilities (skills) and aptitudes (natural talents), plus interests, work preferences, and values. These abilities and other personal traits can make you really successful and happy in some occupations. In other occupations, you may have to work much harder to learn the required skills or adjust to the working conditions. That's why it's so important to consider your personal traits when thinking about occupations.

Ms. Baker, I'd like a list of your abilities!
Do I have to keep it to one page?

You need to find out as much as you can about different occupations, too. Some occupations require the skills and interests you have; others don't. You may find some occupations exciting, while others may bore you. If you take the time to explore them, you'll find some occupations that match you in almost every way.

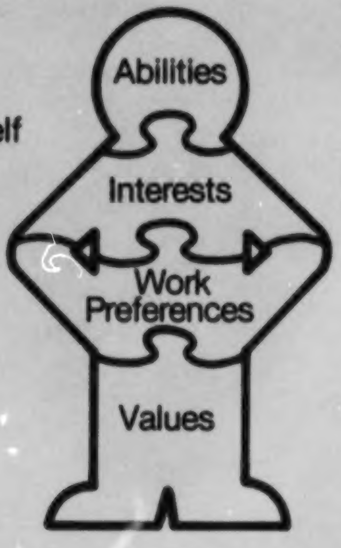
In learning more about the world of work, you'll hear the words *job, career,* and *occupation* used again and again. You may wonder whether there's any difference between an occupation, a career, and a job.

In this unit, the words *occupation* and *career* are used to mean the same thing. Both words cover the idea of the kind of work you do to earn your living. Occupations or careers can include many *jobs,* all of them in the same occupational area. For example, if you're a nurse, you may have a job as a nurse in the Army, then later at a doctor's office, and after that at a hospital. These separate nursing jobs are all within the area of your occupation, or career, as a nurse.

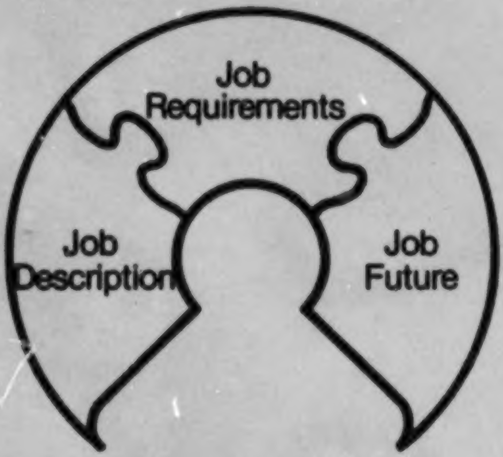
As you can see, deciding on an occupation doesn't mean choosing one job to do the rest of your life! When you choose an occupation, you select a general area or kind of work that you'd like to do. Each job within that occupation won't be exactly the same, but they'll all have something in common—such as the interests shared by most workers in the area, the need for certain skills or abilities, or the working conditions.

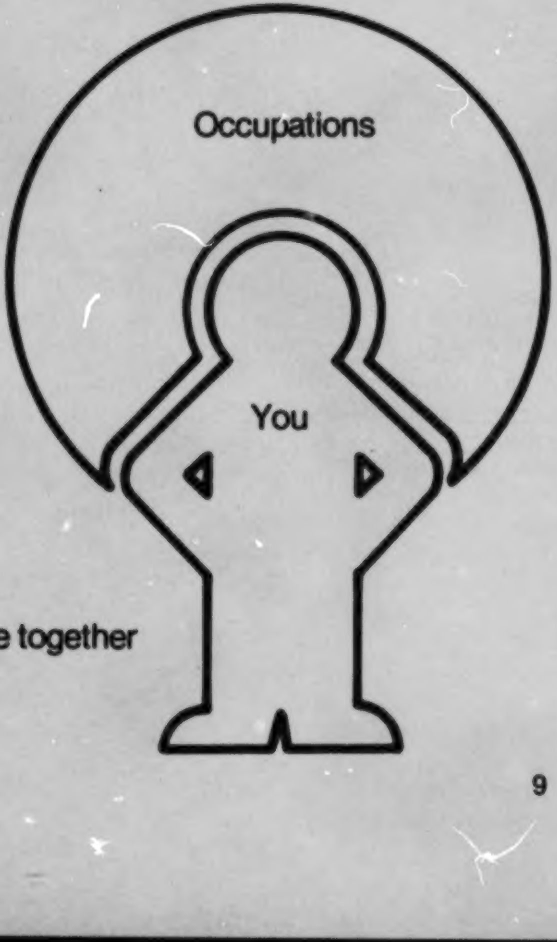
That's why you'll be thinking about yourself as you begin thinking about occupations. You'll be looking for matching traits in yourself and an occupation. This unit will show you:

How to find out information about yourself



How to find out information about occupations





How to put these together

# Thinking about Yourself

## Types of Information about Yourself

You're very special—you're the only person in the world like you. So, you are the most important thing to think about when you're choosing an occupation. Your special combination of interests, abilities, work preferences, and values provides the best source of information about you. These items can tell you what to look for in a career if you want to be happy and really do a good job.

It's important to find out these kinds of information about yourself *before* you choose an occupation. If you don't, you may end up in an occupation that doesn't suit you. Look at what these people have to say:

**Kelly:** "After being on the job for several months, I've found out that I really don't like working with a group. I'd rather work by myself. Too bad I didn't know that before I took the job."

**Jim:** "My dad always wanted me to be an architect, and so I took a lot of courses in design and drafting. What a bore! A few months ago I started all over again in ornamental horticulture, since I've always been interested in plants. My grades are better, and I don't even mind studying now."

**Alice:** "I've been a secretary for three years. Lately I've begun to see that the thing I value most is being able to create something of my own, like a painting or a piece of pottery. Maybe I should have gone into art or design . . . ."

**Doug:** "I just failed the typing test at my first job interview. When I was having so much trouble in typing class, I should have realized I couldn't make a living as a typist."

**Bill:** "I wish I had taken a good look at myself before I rushed into the first job that came along!"

If Kelly, Jim, Alice, Doug, and Bill had spent some time getting to know themselves before they chose an occupation, they could have saved themselves a lot of dissatisfaction and unhappiness. What have their jobs taught them about themselves? Well, Kelly found out that she likes to work by herself, and not as part of a team or group. This is one of her *work preferences.* Jim learned that his real *interest* is horticulture, not architecture. Alice realized that she *values* being able to create something of her very own, like a painting, and Doug sees now that he has no *ability* in typing. Deciding on an occupation without knowing these kinds of things about yourself is like shopping for a pair of shoes without knowing the size you wear or the color you want.

ALL RIGHT, SELF — WHAT KIND OF JOB WOULD YOU LIKE?
SHOULDERS: I'D LIKE A JOB WHERE THERE IS NO HEAVY LIFTING.
BRAIN: I WOULD LIKE TO HAVE A JOB WHERE ALL I'D HAVE TO DO IS TELL THE REST OF THE BODY WHAT TO DO!
EAR: QUIET, PLEASE!
BODY: A JOB WHERE THERE'S AIR CONDITIONING IS NICE!
ARM: NO PULLING AND NO PUSHING.
HAND: I DON'T LIKE TO TYPE - I HAVE TROUBLE WITH THE LETTER 'A'.
BACK: I AGREE WITH SHOULDERS.
WALLET: C'MON YOU GUYS - I NEED TO BE FED, DECIDE ON SOMETHING!
LEGS: SPEAK FOR YOURSELF — FEET!
FEET: A JOB WHERE THERE IS WALKING ISN'T TOO BAD, BUT STANDING IS OUT.
TOES: WELL, IF YOU ASK ME, I DON'T WANT TO BE A FOOTBALL KICKER.

There are four kinds of information that you should know about yourself when you are getting ready to choose an occupation:

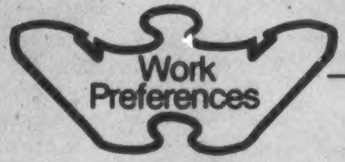
- your abilities
- your interests
- your work preferences
- your values.

When you put these traits or characteristics together, they form a picture of you as a worker. You'll be putting together a picture of yourself in the first part of this booklet.

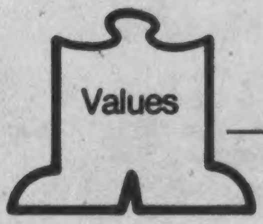
These four kinds of information can help you decide what kind of work you'll be good at and enjoy most.

Your *abilities* are the things you do well. Can you fix things, sew, play a musical instrument, type, or cook? In what subjects do you make good grades—math, English, art, business, physical education?

Your *interests* are the things you like and enjoy doing. What are you interested in? What are your hobbies? Do you enjoy music or science, meeting people, selling things? Are you happiest when working outdoors?



Your *work preferences* are the feelings you have about the kinds of activities you do on the job and the conditions under which you work. Do you like to work alone or with other people? Would you rather work with things or with ideas? Do you like to be the boss, or carry out someone else's directions? Do you prefer a set routine, or a challenging job with new problems to solve almost every day?



Your *values* are the things that are important to you. Would you prefer a job that pays a lot of money, or a job that pays less but is more secure? What other things are important to you—responsibility, independence, power, the good opinions of others? Or do you value a job in which you can be creative, help others, or add to the world's knowledge?

When you put these things together they form a picture of you as a person in the world of work.

# Activity:

## *Identifying Personal Traits*

**1** List the four kinds of information about yourself that you should think about before choosing an occupation. Then define (describe) each one in your own words.

| | Kind of Information | Definition |
|---|---|---|
| a. | ______________ | ______________________________ |
| b. | ______________ | ______________________________ |
| c. | ______________ | ______________________________ |
| d. | ______________ | ______________________________ |

**2** Read each sentence and decide whether it states a person's interests (I), work preferences (P), values (V), or abilities (A). Then write the letter that describes the statement in the blank in front of each line.

____ I like to work alone.

____ I like to work with plants.

____ I am very good with numbers.

____ I like to write stories.

____ I think the most important thing in life is having lots of money.

____ I can type 60 words per minute.

____ I can play the piano.

____ I like sports.

____ I think having lots of friends is important.

____ I like to play the piano.

____ I like to work with tools.

____ I would rather have a low-paying job where I was certain I wouldn't be laid off than a high-paying job that might last only a short time.

____ I would rather take orders from someone else than have to make a lot of decisions myself.

____ I made straight A's in shorthand.

Turn the page to check your answers.

**Your answers should match these.**

1. a. *Abilities* are skills that you have.
   b. *Interests* are the things you like or enjoy.
   c. *Work preferences* are your personal feelings about the kinds of activities you do on the job and the conditions under which you work.
   d. *Values* are things that are very important to you.

2. P I like to work alone.
   I I like to work with plants.
   A I am very good with numbers.
   I I like to write stories.
   V I think the most important thing in life is having lots of money.
   A I can type 60 words per minute.
   A I can play the piano.
   I I like sports.
   V I think having lots of friends is important.
   I I like to play the piano.
   I I like to work with tools.
   V I would rather have a low-paying job where I was certain I wouldn't be laid off than a high-paying job that might last only a short time.
   P I would rather take orders from someone else than have to make a lot of decisions myself.
   A I made straight A's in shorthand.

## How to Find Out about Yourself

Right now you're probably saying to yourself, "Okay. Everybody has different abilities, interests, work preferences, and values. But how do I find out these things about myself?"

Why not start by asking yourself? You know yourself better than anyone else does. Then check with people who know you well and ask for their opinions. You can also get some good information about your abilities and interests by looking at your school records and test results. The information you get from these sources can help you form a more complete picture of yourself.

Be careful, though, not to accept everything you find out about yourself without question. Some people will tell you what they think you want to hear, or what they wish were true. Grades and test scores sometimes tell only half the story—you may have scored poorly on an important test because you were nervous or sick, or made poor grades one year in school because you didn't know then that you needed glasses.

Don't make excuses for yourself, however—you know your shortcomings. But remember that your career choice should be based on *all* the information you can get about yourself.

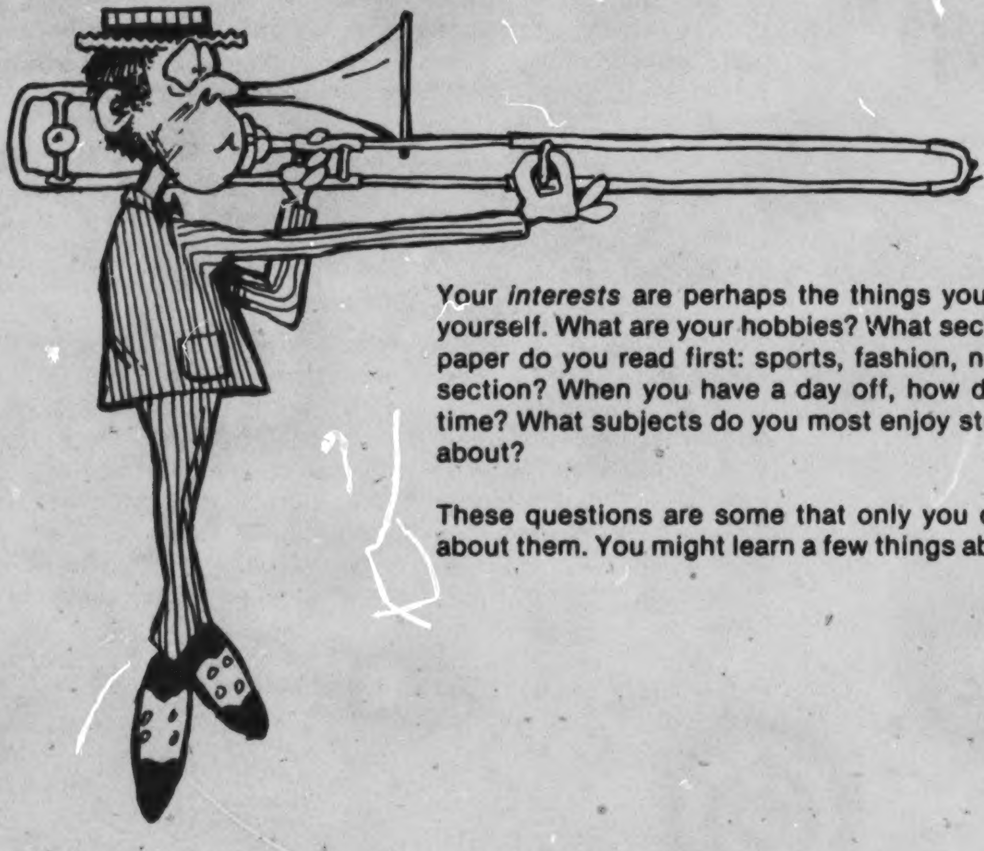
### Ask Yourself

You're the expert when it comes to you. You know more about yourself than anyone else does, but you may know yourself so well that you take your interests, skills, abilities, and other personal traits for granted. If playing the guitar, writing, or swimming is easy for you, you may not realize that you have a talent that other people work hard to achieve (master). Taking the time to think about your likes and dislikes, what you do well and what you don't, can pay off. The information you find out will be useful in helping you decide on a career.

A good way to begin is with a self-inventory—a written description of your abilities, interests, work preferences, and values.

Think about the things you've done in the past that you've especially liked doing or really disliked. Ask yourself, "What made these good or bad experiences for me?" Was the task too difficult, or so easy that it bored you? In school, what subjects have you made good grades in? Now you're talking about *abilities.* Did you enjoy a particular project because you were working with other people as part of a team, or because you were in charge and made the decisions? Are you happiest when working alone, or with a particular group, like children, adults, or the handicapped? These are examples of *work preferences.*

To find out more about your *values,* think back over some of the decisions you've made. Did you turn down a chance to make some money so you could play softball or go to a concert? Did you volunteer to help at a community center during the holidays instead of getting a part-time job?



Your *interests* are perhaps the things you know best about yourself. What are your hobbies? What section of the Sunday paper do you read first: sports, fashion, news, or the movie section? When you have a day off, how do you spend your time? What subjects do you most enjoy studying or learning about?

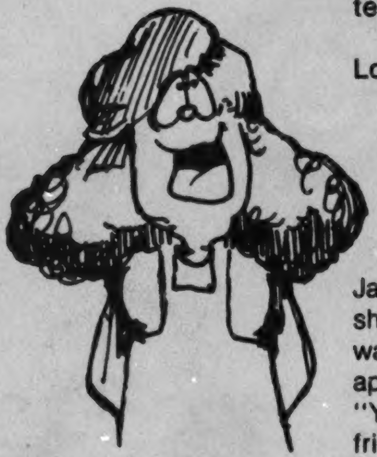
These questions are some that only you can answer. Think about them. You might learn a few things about yourself.

## Ask People Who Know You Well

You know things about yourself that no one else knows. But other people may have noticed things about you that you take for granted or aren't even aware of. Other people can be a very good source of information because they see you differently than you see yourself. Often their views can complete the picture you have of yourself—like filling in the missing pieces of a puzzle.

Who should you ask for information about yourself? People like parents, teachers, friends, and employers *who know you well* can give you a worthwhile opinion. They may be able to tell you some things even you don't know.

Look at the following examples.



Janet was never a particularly shy girl, but there were times when she felt nervous and a bit uncomfortable meeting people. So she was quite surprised when one of her teachers encouraged her to apply for a job with the airlines. "Janet," her teacher had said, "You have just the personality for jobs serving the public. Your friendliness really puts people at ease." After asking a few other people, Janet found out that her nervousness was something only she could see—other people, like her teacher, saw her as a friendly and confident person.

Bob thought he wanted to be a pharmacist and work in the family drug store. All through school he worked hard to make good grades in his science courses. Bob never considered being an auto mechanic, until one Saturday afternoon when his best friend said, "If you're so interested in pharmacy, how come you spend all your spare time tinkering with old car engines and reading Auto Mechanics Weekly?"

Janet's teacher and Bob's friend were able to tell them useful information about themselves that neither had realized before. You'll notice, however, that Janet didn't accept what her teacher said until she got a second opinion. If Bob is smart, he'll remember that interests are only part of the picture. As you'll read later, Bob's values, abilities, and work preferences could make pharmacy a better career choice for him, in spite of his interest in cars.

The thing to remember as you begin getting information about yourself is to use several different sources of information. For example, don't be convinced that you have no ability in a certain area on the basis of just one fact or opinion. You may feel that you are not very good at math because your grades in algebra are low. Your shop teacher, however, may see you as having good numerical ability as he watches you work with the math problems in mechanical drawing. People like this, who know you well and see what you are capable of, can give you an opinion that means something. They may see things about you that you yourself are not able to see. Try to use what other people tell you to get a more complete picture of your abilities, and perhaps even your values and work preferences. But use information from others as only part of the picture. The person who knows you best is probably *you!*

### *Look at Your Grades and School Records*

Where else can you get information about yourself? Another good place to look is your school records; they can give you a good idea of your strong and weak areas. What are your favorite subjects and why do you like them? Are those the subjects you make your best grades in? Notice the general direction your grades have taken in different subjects over the past few years. If your grades in math have been mostly A's and B's, then you probably have an aptitude (natural talent) for math.

One word of caution: Don't let your grades alone limit your choice of careers. Although grades show how well you've done in a course, they don't always show what you are capable of doing. Hard work, new and good ideas, and real interest can make the difference in whether you become good at something, or just fair. Be realistic, though. Your grades and your school records ought to give you a good idea of where your aptitudes and abilities lie.

### Take Some Tests

All through school you've been taking tests: tests in the classroom (such as quizzes, midterms, and final exams), achievement tests (like the Florida eighth grade test), and college placement tests. You can use the results of tests like these to give you an idea of what your aptitudes and abilities are.

There are other kinds of tests you can take too, called *interest tests,* that will give you information to use in deciding on a career. These tests help you figure out your interests and compare them to the interests of people who are actually employed in a particular line of work. For instance, if you like helping people, you may want to go into teaching or nursing. If you're interested in taking one of these tests, see your guidance counselor or visit your local Florida State Employment Service. Many of these tests are given free of charge.

Remember that tests, like other people's opinions, are only one source of information. They should only be used to help you find out more about yourself. Test results cannot tell you what career to choose. But, when used together with other sources of information, they can help you get a more complete picture of your abilities, interests, values, and work preferences.

You can't choose a career until you know who you are and what you have to work with. So use all the sources of information that are available:

- yourself
- other people who know you well
- your grades and school records
- tests.

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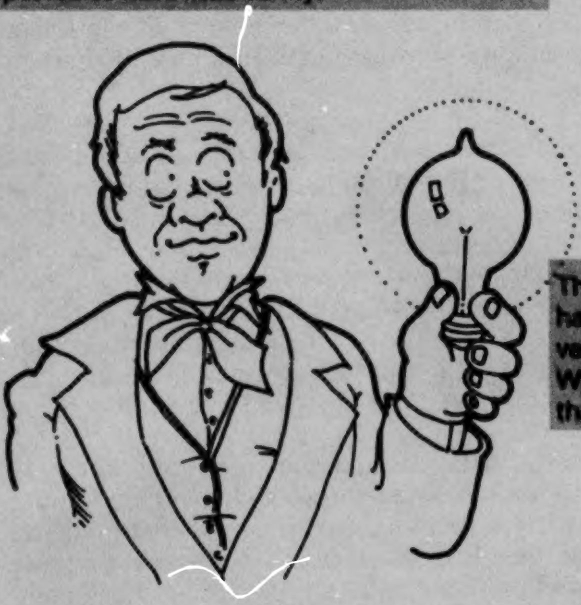
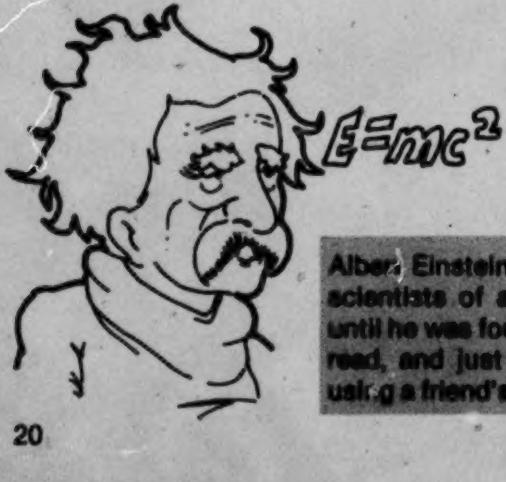
The opinions of other people can be useful in learning about yourself. Just remember that an opinion is not a fact. Many people who later became famous at one time appeared to have little ability.



Thomas Edison invented the light bulb and had patents on over a hundred other inventions that changed the way we live. When he was young, his teachers told him that he was too stupid to learn anything.

Louisa May Alcott wrote *Little Women*, one of the most widely read American novels. Someone once told her that she would never write anything popular.



Albert Einstein became one of the greatest scientists of all time. Yet he didn't speak until he was four, was seven before he could read, and just made it through college by using a friend's notes.

# Activity:

## Getting Information about Yourself

**1** What are four sources of information that you can use to find out information about yourself?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

**2** Robert plans to go to engineering school after he graduates from high school, and so he has been taking math and science courses. His grades in these courses have never been above C. On the other hand, he hasn't made below an A in English and French in two years. If Robert asked you for advice about what his grades mean and what he should do about a career, what would you say?

______________________________

______________________________

______________________________

**3** Melinda is taking a drawing course through a correspondence school. She receives her assignments through the mail, does them, and sends them back. She has never met her instructor. One day she gets some drawings back from the school marked, "YOU HAVE ABSOLUTELY NO TALENT FOR ART!" Melinda doesn't believe it. Her parents and her friends have told her several times that her drawings are good, and she thinks they are, too. When her friend Jean asks her why she isn't more upset, Melinda answers, "It's important to listen to what other people say about your talents—but it's just as important that the person be someone who knows you well and someone you trust to give you an honest opinion. That correspondence school instructor has only seen two of my drawings, and I've never seen anything she has done. How can I rely on that one opinion?" Do you think Melinda was right? Why?

______________________________

______________________________

______________________________

Check your answers on the next page.

**Compare your answers with these.**

1. Four sources of information about yourself are:

   - yourself
   - other people who know you well
   - school records and grades
   - tests.

2. This question asks for your opinion. You might suggest that Robert have a talk with the school guidance counselor. His grades seem to show that mathematics and science are not his best areas, and that he might have a hard time in engineering school. He should at least think about changing to a different area. On the other hand, if he is really interested in engineering and willing to put in extra time and effort, he might decide to continue working toward his goal.

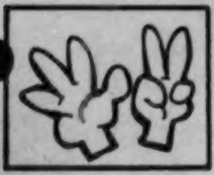
3. Melinda may be right. One person's opinion should not be taken as the final word in making important decisions. Melinda should get some opinions from other people who know her work and who are qualified (able) to judge it. If they agree with the instructor from the correspondence school, Melinda may want to continue drawing as a hobby, but start looking into other careers.

# Activity:

## Rating Your Abilities

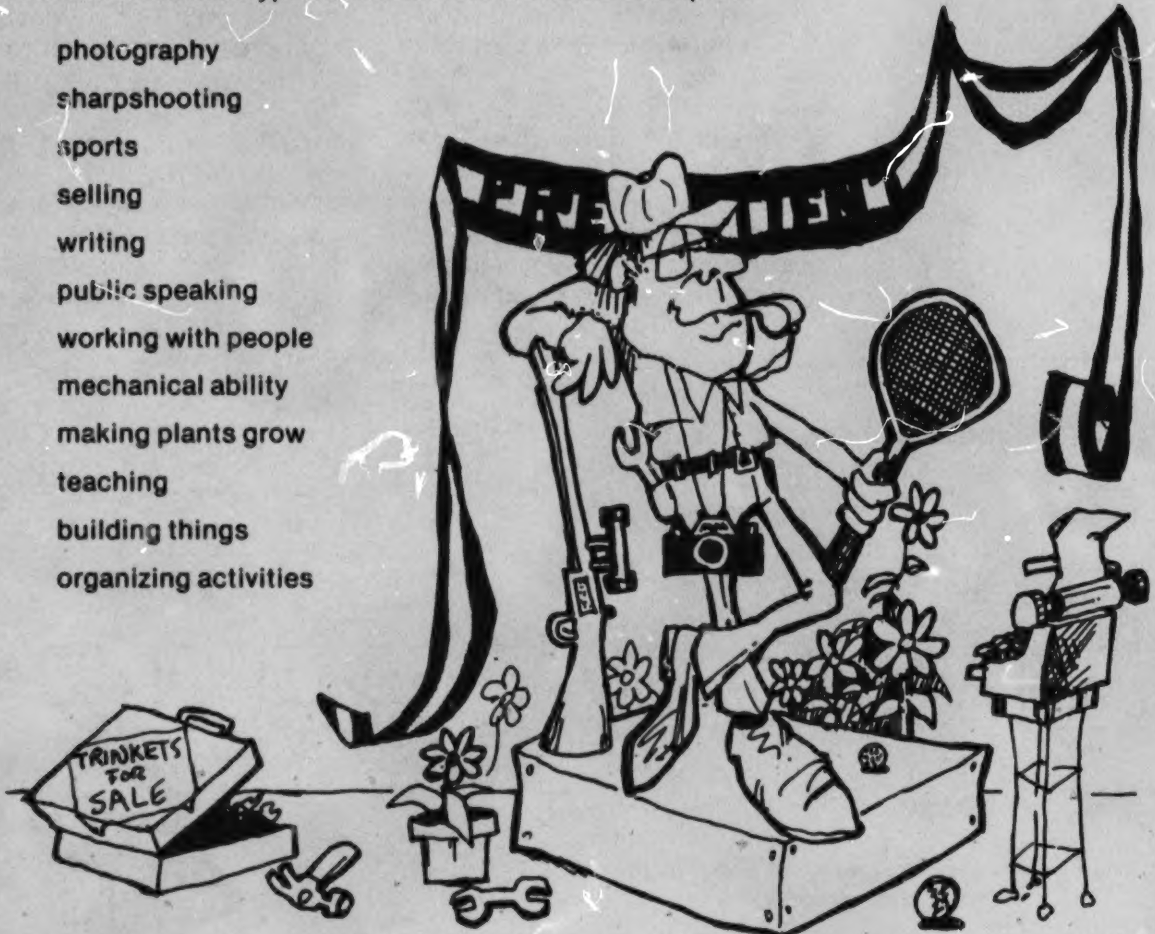
Everyone has different abilities. Knowing what you do best will help you figure out which occupations you may want to explore.

**1** This chart shows some of the many kinds of abilities. For each one listed, put a check (✓) in the box that you think best describes your ability level. Then look at where your checks are. They show what *you* think are your strongest abilities. (Remember, you can also get information about your abilities from tests, grades, and other people.)

| | | Very High | High | Average | Low | Very Low |
|---|---|---|---|---|---|---|
| | **Verbal**<br>Able to understand and use words and ideas in speaking and writing | ☐ | ☐ | ☐ | ☐ | ☐ |
|  | **Numerical**<br>Able to work with numbers accurately and quickly | ☐ | ☐ | ☐ | ☐ | ☐ |
| | **Reasoning**<br>Able to learn, to understand, and to solve problems | ☐ | ☐ | ☐ | ☐ | ☐ |
| | **Perception**<br>Able to see differences or similarities in the things around you | ☐ | ☐ | ☐ | ☐ | ☐ |
| | **Coordination**<br>Able to use feet, hands, and fingers easily and skillfully | ☐ | ☐ | ☐ | ☐ | ☐ |

**2** You probably have some skills and abilities not described in the chart. What are they? What do you do well? Think about your hobbies and activities away from school, as well as your school work. Some of the skills you've developed there could be useful in certain types of work. Here are some examples:

- photography
- sharpshooting
- sports
- selling
- writing
- public speaking
- working with people
- mechanical ability
- making plants grow
- teaching
- building things
- organizing activities



Make a list of some of the things *you* do well.

________________________________________

________________________________________

________________________________________

________________________________________

# **Activity:** Charting Your Interests

Occupations can be grouped under one or more interest areas. Here are 10 basic interest areas. Try to spot your major interests by rating them on this page. If you have taken an interest test, you may use the results in filling out this form. If not, rate your interests on the basis of what you know about yourself and what you've been told by friends, relatives, teachers, and counselors. Put a check (✓) in the box that shows how you rate each interest.

| | | | Rate Your Interests | | |
|---|---|---|---|---|---|
| Interest Area | Do You Like . . . | Examples of Occupations That Share This Interest | Not Interesting | Somewhat Interesting | Very Interesting |
| **OUTSIDE WORK** | working outside most of the time? working with animals and plants? | farmer, forester, ranger, athletic coach, agriculture and mining engineer, construction worker | ☐ | ☐ | ☐ |
| **MECHANICAL WORK** | working with machines, tools, engines? fixing things? | auto mechanic, carpenter, machinist, repairperson, plumber | ☐ | ☐ | ☐ |
| **MATHEMATICS** | working with numbers? | accountant, cashier, payroll clerk, businessperson, math teacher, statistician, stock broker | ☐ | ☐ | ☐ |
| **SCIENCE** | discovering new facts and ideas, analyzing and solving problems, inventing things? | chemist, physician, physicist, engineer, electronics technician, inventor | ☐ | ☐ | ☐ |
| **INFLUENCING PEOPLE** | dealing with people, selling things and ideas, persuading people to your point of view? | actor, clergy, lawyer, politician, salesperson, teacher, advertising writer | ☐ | ☐ | ☐ |
| **ARTS** | doing creative work with your hands, designing for eye appeal, working with color or line? | architect, hair stylist, artist, dancer, clothing designer, interior decorator, illustrator, textile designer | ☐ | ☐ | ☐ |
| **LITERARY** | reading and writing? | editor, historian, writer, librarian, news reporter, teacher | ☐ | ☐ | ☐ |
| **MUSIC** | listening to music, playing musical instruments, singing? | choir director, composer, conductor, music teacher, performer, band member, music store clerk | ☐ | ☐ | ☐ |
| **SOCIAL SERVICE WORK** | helping people? | clergy, school counselor, nurse, employment counselor, social worker, orderly, teacher, psychiatrist | ☐ | ☐ | ☐ |
| **CLERICAL WORK** | keeping things in order? being precise and accurate? doing office work? working indoors? | bookkeeper, file clerk, keypunch operator, secretary, typist, ward clerk, proofreader | ☐ | ☐ | ☐ |

1. List all the interest areas which you rated "very interesting."

________________________________________

________________________________________

2. Look over the chart again. Write down what you feel are your three strongest interest areas, even if your ratings do not show this.

____________________________

____________________________

____________________________

# Activity:
## Identifying Your Work Preferences

**1** One way to think about occupations is in terms of whether a person spends most of his/her time working with people, things, or information. Mechanics and construction workers, for example, spend most of their time working with *things* and equipment. In other jobs, such as nursing or counseling, most of the workday is spent working with *people.* Mathematicians, law clerks, bookkeepers, computer programmers, and scientists work mainly with *information*—facts, figures, and ideas.

Of course, most jobs involve all three—people, things, and information—but in different amounts. With which of these would you prefer to spend *most* of your time? Put *1* by the one you'd like most, and a *3* by the one you'd like least.

___ working with people

___ working with things

___ working with information (facts, figures, ideas)

**2** Choose the work situation you prefer in each of the pairs below by placing a check (✓) in the correct boxes.

☐ doing something different every day
☐ doing the same thing every day

☐ taking orders from another person
☐ giving directions to others

☐ working alone most of the time
☐ working with other people

**3** Place a check (✓) next to any of the following working conditions that you would *dislike very much*—so much that you would probably turn down any job that involved that type of working condition.

☐ heavy physical work
☐ sitting for long periods
☐ standing for long periods
☐ dangerous work
☐ extreme heat or extreme cold
☐ having to work overtime, nights, or weekends
☐ high pressure work; making important decisions that affect many people

☐ having to wear a uniform
☐ getting very dirty or greasy
☐ all outside work
☐ all inside work
☐ routine, unchanging work (doing the same thing over and over)

☐ loud noise or vibration
☐ traveling most of the time
☐ working in a large city
☐ working out in the country
☐ working alone most of the time
☐ work in which deadlines are always a part of the job

☐ other (Write any other working condition that would bother you a lot.) ____________________

# Activity:

## *Rating Your Job Values*

What is most important to *you* in a job? Since most people work to earn a living, the pay is usually important. But a career should give you more than money: it should fulfill (meet) some of your personal needs or values. The job values listed below are ones many people find important. Look them over, and add any other ones you think of. Then rate the values on the list below by putting a check (✓) in the column that shows how you feel about them.

| | Not important to me | Important to me | Very important to me |
|---|---|---|---|
| **Job security.** Do I want a job which is steady—one that I can count on? | ☐ | ☐ | ☐ |
| **Fame.** Do I care a lot about whether people know about me and my work? | ☐ | ☐ | ☐ |
| **Service to others.** Do I want a job in which I can help other people? | ☐ | ☐ | ☐ |
| **Money.** Does the amount of money I earn mean a lot to me? | ☐ | ☐ | ☐ |
| **Personal satisfaction.** Do I want a job that will give me a feeling of doing something worthwhile? | ☐ | ☐ | ☐ |
| **Respect.** Do I want people to admire and look up to me? | ☐ | ☐ | ☐ |
| **Challenge.** Do I like solving new and difficult problems? Do I like to work hard, to the limit of my ability? | ☐ | ☐ | ☐ |
| **Creativity.** Do I want to do work that depends on my own new ideas? | ☐ | ☐ | ☐ |
| **Interest in knowledge.** Do I want a job in which I will discover new things? | ☐ | ☐ | ☐ |
| **Enjoyment.** Does my work have to be fun? | ☐ | ☐ | ☐ |
| **Time.** How important is it to me to have my evenings and weekends free—no working overtime? | ☐ | ☐ | ☐ |
| **Power.** Do I want a job where I can make the decisions and be the boss? | ☐ | ☐ | ☐ |
| (If there is something else that would be very important to you in a job, write it here.) | ☐ | ☐ | ☑ |

Name ____________________

Date ____________________

# Self-Test

## Objective 1

Name four kinds of information about yourself that you should use in choosing an occupation.

1 ____________________

2 ____________________

3 ____________________

4 ____________________

## Objective 2

List three ways to find out information about yourself.

1 ____________________

2 ____________________

3 ____________________

Check your answers on the next page.

**Answers to Objective 1**

Your answers should have included the following areas:

- abilities (and aptitudes)
- interests
- work preferences
- values.

If you were unable to give these four answers, review pages 10-14.

**Answers to Objective 2**

You should have included the following sources of information:

- yourself
- other people who know you well
- school records and grades
- tests.

If you could not give at least three of these answers, review pages 15-28.

Name ______________________

Date ______________________

## Self-Inventory

In the first part of this booklet you've been collecting information about yourself. Now put it all together on this one page. You'll use this sheet later in the unit when you start to match occupations with your personal traits.

**Abilities**
Look back at the chart on page 23. List all of the ability areas in which you scored *high* or *very high*.

______________________________________________

List your special skills and abilities, such as those you wrote on page 24.

______________________________________________

______________________________________________

How much education do you plan to complete? Check (✓) one.

☐ high school
☐ vocational, technical, or on-the-job training
☐ two years of college
☐ four years of college
☐ more than four years of college

**Interests**
List your three or four strongest interest areas that you marked on page 25.

______________________

______________________

______________________

______________________

**Values**
Based on your answers on page 28, list the three things you value most in an occupation.

______________________

______________________

______________________

**Work Preferences**
Look over your answers on page 27. Which of the working situations described there would you *like?*

______________ ______________

______________ ______________

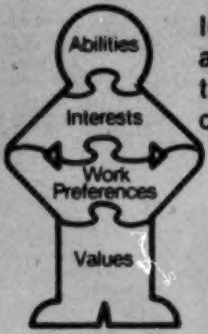
Are there any working conditions described on that page that you would *dislike* very much?

______________ ______________

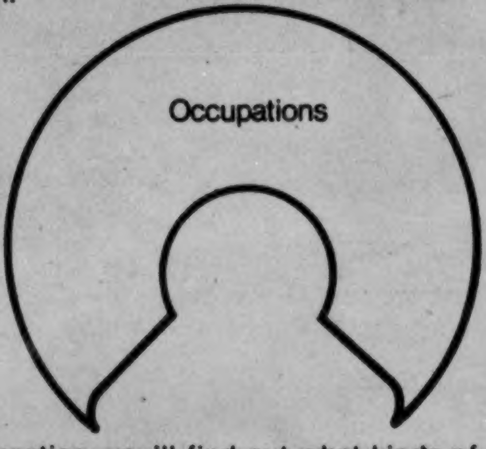
______________ ______________

# Getting Information about Occupations

To make a wise decision about anything, you need to know what your choices are. When making a decision about something as important as your future occupation, you'll want to spend time exploring the many different careers that are open to you.



In the first part of this booklet, you learned about the kinds of information *about yourself* that you need to help you choose an occupation.

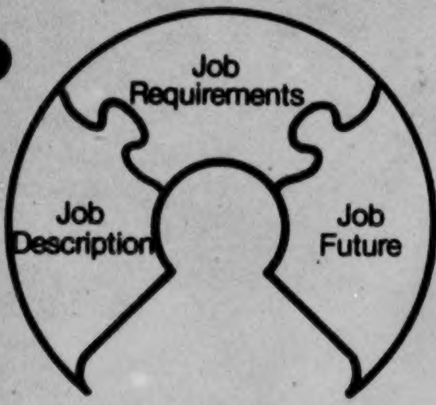


In this section, you'll find out what kinds of information you should get *about the occupations* themselves.

## Types of Information about Occupations

You really don't know much about an occupation until you know the description of the job, the requirements for the job, and the job future.

**The job requirements are those things that you must have in order to get a job, such as a certain amount of education or training, special abilities, work experience, or special licensing.** Special abilities are the skills needed for a particular occupation—like being able to read music to be a music teacher, or knowing sign language to work with the deaf. Special licensing or certification is required to work as a registered nurse, a licensed plumber, an airplane pilot, or a truck driver.



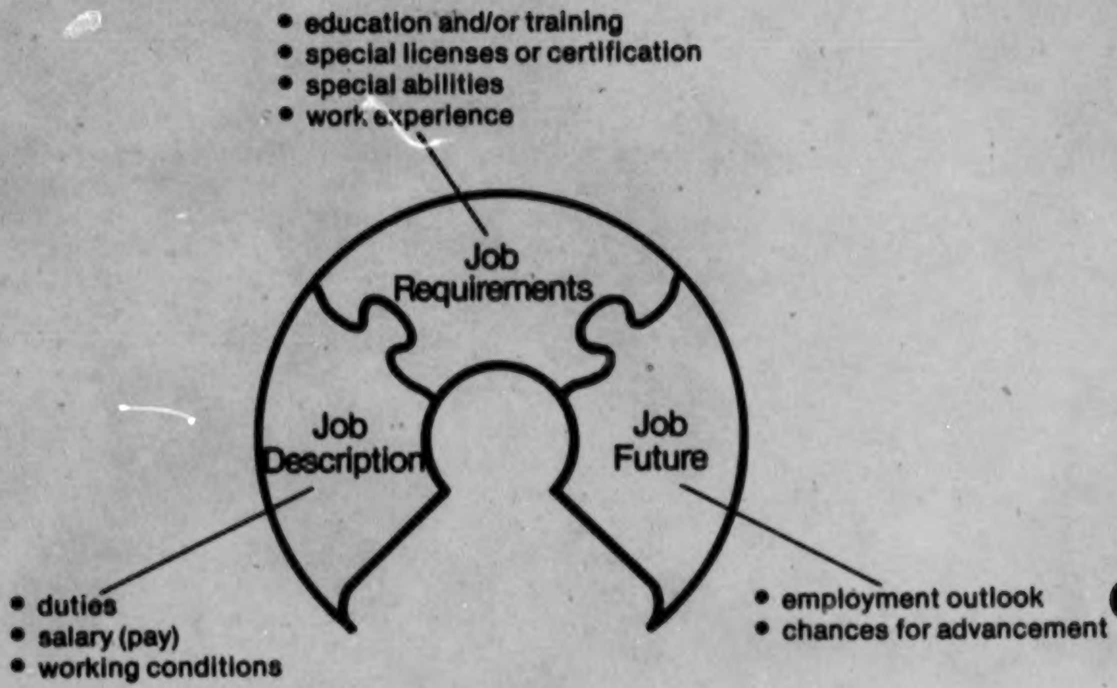
Job requirements like these are important information to look for when you are exploring an occupation. For instance, to be an accountant you need a *college degree* and *high numerical ability.* As a beginning auto mechanic you may be able to learn the trade on the job, but you should have *mechanical ability.* Mechanics are also required to have a *driver's license* and their own *hand tools.* In addition, work *experience* is required for many jobs.

**The job description tells you about the occupation itself: what the duties are, how much it pays, and what the working conditions are like.** For example, depending on the particular field of accounting, an accountant's *duties* may include auditing books, preparing tax forms, or providing information to help executives make business decisions. Experienced accountants *earned* between $17,000 and $29,000 a year in 1974. The *working conditions* are usually those of most office jobs—indoors, working mainly with numbers and information.

The auto mechanic's *duties* usually include performing maintenance; locating the cause of mechanical problems; using test equipment, tools, and manuals; and making repairs. *Earnings* for a skilled mechanic working for a dealer averaged about $7 an hour in 1974. *Working conditions* often include long hours, handling greasy and dirty parts, and lifting heavy objects.

**The job future includes the employment outlook for an occupation and the chances for advancement within the occupation.** The *employment outlook* tells you whether the career you want to prepare for will still need employees when you finish your education and training. For example, employment in space program occupations went down from 1.4 million workers in 1963 to 750,000 workers in 1974. The employment outlook is better for some occupations than others; for example, auto mechanics and accountants will continue to be in demand.

The *chances for advancement* are the opportunities for moving up in a job. Experienced auto mechanics with leadership ability can work up to service manager or shop manager. Accountants have many chances for advancement to supervisory or executive positions. Chances for advancement are not good in all occupations, however. For example, power truck operators have limited opportunities for advancement, although a few operators may become supervisors.



- education and/or training
- special licenses or certification
- special abilities
- work experience

- duties
- salary (pay)
- working conditions

- employment outlook
- chances for advancement

Types of Information about Occupations

# Activity:

## Identifying Types of Job Information

### 1

Below are some words that you will come across as you explore occupations, but the letters are all scrambled. Try your luck at unscrambling them. Use the list below for clues.

| Types of Information | Examples |
|---|---|
| Job Requirements | *education* and/or *training*<br>special *licenses* or certification<br>special *abilities*<br>work *experience* |
| Job Description | *duties*<br>salary (*pay*)<br>*working conditions* |
| Job Future | employment *outlook*<br>chances for *advancement* |

**KOOLTOU** ☐☐☐☐☐☐☐

**NIRAGNIT** ☐☐☐☐☐☐☐☐

**CADEUNIOT** ☐☐☐☐☐☐☐☐☐

**CIEEPRXNEE** ☐☐☐☐☐☐☐☐☐☐

**ESTUID** ☐☐☐☐☐☐

**ILCESNSE** ☐☐☐☐☐☐☐☐

**YPA** ☐☐☐

**NEVAMDACNET** ☐☐☐☐☐☐☐☐☐☐☐

**KGINROW NOSDIITOCN** ☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐

**ISILTBIAE** ☐☐☐☐☐☐☐☐☐

## 2

Identify each of the following examples of job information by writing in the type of information it is—job *requirement*, job *description*, or job *future.* The first one is answered for you.

| **Type of Job Information** | **Example** |
|---|---|
| requirement | ability *(able to type 35 words per minute)* |
| | chances for advancement *(advance to manager in two years)* |
| | working conditions *(work outdoors)* |
| | education and/or training *(high school diploma required)* |
| | pay *(earn $9,700-$11,500 a year)* |
| | job outlook *(need for workers in this career will decrease)* |
| | special licenses or certification *(pilot's license required)* |
| | work experience *(two year's work experience needed)* |

Turn the page to check your answers.

**Check your answers here.**

1.

| | |
|---|---|
| **KOOLTOU** | OUTLOOK |
| **NIRAGNIT** | TRAINING |
| **CADEUNIOT** | EDUCATION |
| **CIEEPRXNEE** | EXPERIENCE |
| **ESTUID** | DUTIES |
| **ILCESNSE** | LICENSES |
| **YPA** | PAY |
| **NEVAMDACNET** | ADVANCEMENT |
| **KGINROW NOSDIITOCN** | WORKING CONDITIONS |
| **ISILTBIAE** | ABILITIES |

2.

| **Type of Job Information** | **Example** |
|---|---|
| requirement | ability *(able to type 35 words per minute)* |
| future | chances for advancement *(advance to manager in two years)* |
| description | working conditions *(work outdoors)* |
| requirement | education and/or training *(high school diploma required)* |
| description | pay *(earn $9,700-$11,500 a year)* |
| future | job outlook *(need for workers in this career will decrease)* |
| requirement | special licenses or certification *(pilot's license required)* |
| requirement | work experience *(two year's work experience needed)* |

[redacted]

Name ____________________

Date ____________________

# Self-Test

## *Objective 3*

List three major types of job information to collect before you decide on an occupation, and give an example of each type.

| Type of Information | Example |
|---|---|
| | |
| | |
| | |

Turn the page to check your answers.

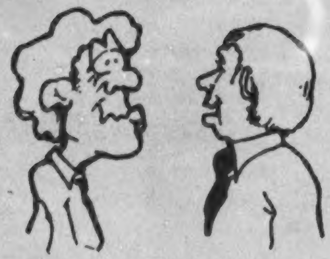
### Answers to Objective 3

| Type of Information | Examples |
|---|---|
| You must have listed all three: | You must have given at least one example for each type: |
| Requirements | education and/or training<br>special license or certification<br>special abilities<br>work experience |
| Description | duties<br>salary (pay)<br>working conditions |
| Future | employment outlook<br>chances for advancement |

If you couldn't list the three types of information *and* give one example of each, review pages 32-38.

## *How to Get Information about Occupations*

Just as there are many ways to find out more about yourself, there are many good sources of information about occupations. Some sources, such as books and magazines, provide more information than others. Workers in an occupation can tell you things about their jobs that you may not be able to find out anywhere else. Materials distributed by state or local groups and agencies are good sources of up-to-date information about jobs in your area. As you can see, you'll get more complete information about an occupation if you use as many different sources as possible. Here are some good ways to find out about an occupation.



**Talk** with people who work in that occupation. If you don't know anyone to talk to, maybe your parents or friends do. Ask them to introduce you.

**Ask** your guidance counselor or occupational specialist for information about different occupations.

**Observe** workers on the job. This is a great way to find out what the work is really like in a particular occupation.

**Think** about your own work experience. What kinds of jobs have the people you've worked with done? For example, if you work as a part-time receptionist in a doctor's office, you've seen some of the duties that doctors and nurses perform.

**Interview** employers who hire workers in the occupations that you are interested in. They are a good source of first-hand information.

**Read** about occupations. Ask the librarian in your school or city library to show you some books and magazines about different occupations. For example, *Worklife* and the *Occupational Outlook Quarterly* are two magazines that have articles about occupations.

**Talk** to members and officers of different trade unions.

**Write** to professional groups for information about particular occupations. For example, if you are interested in becoming a barber, write to the National Association of Barber Schools. There's a list of helpful addresses on page 102.

## *Reading about Occupations*

Books and magazines are excellent sources of occupational information. Most schools and public libraries have reference materials in which you can look up different occupations. If your instructor doesn't have copies of these, ask your school librarian, guidance counselor, or occupational specialist to help you get copies. Here are three printed sources of occupational information that can be found in many schools:

- *Occupational Outlook Handbook*
- *Dictionary of Occupational Titles*
- *Project VIEW.*

Contained in these materials are the job description, the job requirements, and the job future of almost any career you want to learn about. These references are handy and easy to use, with all the information you need in one place. In addition to occupational information, each one contains a list of other sources that you can use, or write for, to get more information about a particular occupation.

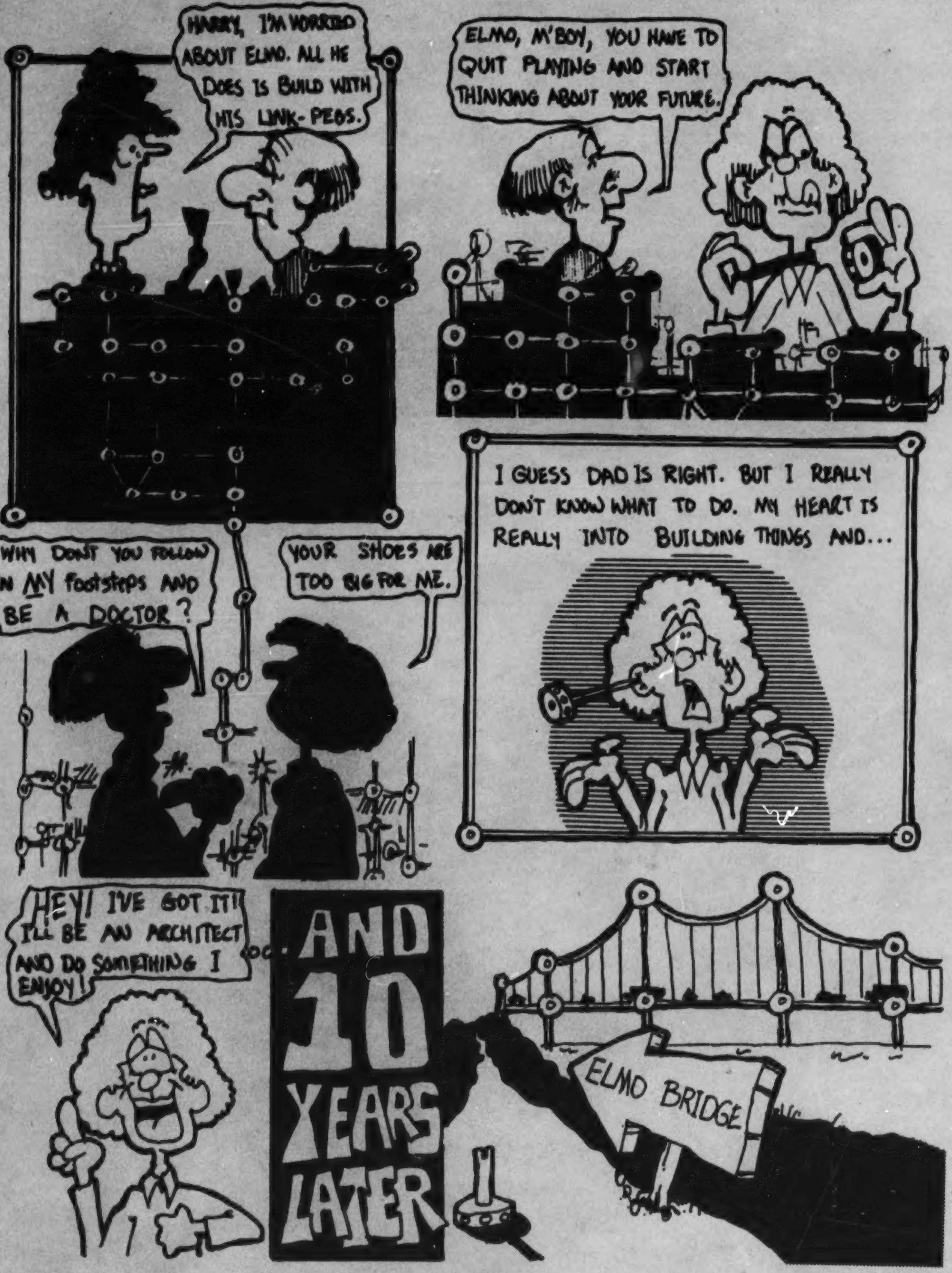
The *Dictionary of Occupational Titles* and *Occupational Outlook Handbook* are books; *Project VIEW* is a set of cards you use with a viewer. The occupational specialist and school librarian can help you get copies of these materials and show you how to use them. If your school does not have these references, ask if they have other sources of information about occupations that you can use. Here's what these sources contain.

The *Dictionary of Occupational Titles* is printed by U.S. Department of Labor. It describes about 35,000 jobs, using a code number to tell about each job in terms of type of work performed, worker requirements, training required, physical demands, and working conditions. Your school library probably has a copy.

The *Occupational Outlook Handbook* is shown in the samples on page 49 and on page 82. This book is available in many school libraries, too. The student in the following activity used it to get information about drafting as an occupation. You'll be using the *Occupational Outlook Handbook* to do the activity on the next few pages.

The letters in *Project VIEW* stand for *V*ital *I*nformation for *E*ducation and *W*ork. It is made up of several decks of cards that have been photographed on film. The print on the film is very small and can only be read through a viewer called a *reader.* Each card contains information about an occupation, including a job description, job requirements, and required education or training. Because these cards are updated on a regular basis, they provide current information about occupations. Ask your school librarian or occupational specialist if your school has a set.

[redacted]


HARRY, I'M WORRIED ABOUT ELMO. ALL HE DOES IS BUILD WITH HIS LINK-PEGS.
ELMO, M'BOY, YOU HAVE TO QUIT PLAYING AND START THINKING ABOUT YOUR FUTURE.
WHY DON'T YOU FOLLOW IN MY footsteps AND BE A DOCTOR?
YOUR SHOES ARE TOO BIG FOR ME.
I GUESS DAD IS RIGHT. BUT I REALLY DON'T KNOW WHAT TO DO. MY HEART IS REALLY INTO BUILDING THINGS AND...
HEY! I'VE GOT IT! I'LL BE AN ARCHITECT AND DO SOMETHING I ENJOY!
AND 10 YEARS LATER
ELMO BRIDGE

# Activity:

## Using the Occupational Outlook Handbook

Drew Lyons likes to draw and thinks he might be interested in becoming a drafter. He got a copy of the *Occupational Outlook Handbook* and looked up *drafter* in the index in the back. Then he read the article about drafters and used the information he found to fill out the Exploring Occupations Worksheet on page 51. (This worksheet is simply a form on which you can conveniently write the information you find about an occupation.)

In this activity, you'll see how Drew used the *Occupational Outlook Handbook* to fill out the worksheet. You'll need to know how so that you can fill out your own Exploring Occupations Worksheet on two other occupations later in this booklet.

Here's what to do.

**1**

Read the information about drafters on these pages. (They're taken from the *Occupational Outlook Handbook.*) Each of the circled numbers (① to ⑩) on these pages is written next to certain kinds of important information about drafters.

**2**

Read the sample Exploring Occupations Worksheet that Drew filled out on page 51.

**3**

Write the circled number from the *Occupational Outlook Handbook* next to the area on the Exploring Occupations Worksheet where Drew wrote that information. (① has already been written for you next to "Title of occupation to be explored.")

The circled numbers show the information that Drew used to fill out his worksheet. Write the circled number on the Exploring Occupations Worksheet where Drew wrote the information.

### ① DRAFTERS

(D.O.T. 001.281, 002.281,
003.281, 005.281, 007.281,
010.281, 014.281, and 017.)

**Nature of the Work**

When making a space capsule, television set, building, or bridge, workers follow drawings that show the exact dimensions and specifications of the entire object and each of its parts. Workers who draw these plans are drafters.

② Drafters prepare detailed drawings based on rough sketches, specifications, and calulations made by engineers, architects, and designers. They also calculate the strength, quality, quantity, and cost of materials. Final drawings contain a detailed view of the object as well as specifications for materials to be used, procedures followed, and other information to carry out the job.

In preparing drawings, drafters use compasses, dividers, protractors, triangles, and machines that combine the functions of several devices. They also use engineering handbooks, tables, and slide rules to help solve technical problems.

Drafters are classified according to the work they do or their level of responsibility. *Senior drafters* translate an engineer's or architect's preliminary plans into design "layouts" (scale drawings of the object to be built). *Detailers* draw each part shown on the layout, and give dimensions, materials, and other information to make the detailed drawing clear and complete. *Checkers* carefully examine drawings for errors in computing or recording dimensions and specifications. Under the supervision of drafters, *tracers* make minor corrections and trace drawings for reproduction on paper or plastic film.

From: U.S. Department of Labor. Bureau of Labor Statistics. *Occupational Outlook Handbook*, 1976-77 Edition. Bulletin 1875.

Drafters may specialize in a particular field of work, such as mechanical, electrical, electronic, aeronautical, structural, or architectural drafting.

### Places of Employment

About 313,000 persons—8 percent of them women—worked as drafters in 1974. More than 9 out of 10 drafters worked in private industry, with engineering and architectural firms employing almost 30 percent of all drafters. Other major employers included the fabricated metals, electrical equipment, and construction industries.

About 20,000 drafters worked for Federal, State, and local governments in 1974. Most drafters in the Federal Government worked for the Defense Department; those in State and local governments were mainly in highway and public works departments. Another several thousand drafters worked for colleges and universities and nonprofit organizations.

### Training, Other Qualifications, and Advancement

③

Persons interested in becoming drafters can acquire the necessary training in technical institutes, junior and community colleges, extension divisions of universities, and vocational and technical high schools. It is also possible to qualify through on-the-job training programs combined with part-time schooling or 3- to 4-year apprenticeship programs.

Training for a career in drafting, whether in a high school or post-high school program, should include courses in mathematics, physical sciences, mechanical drawing, and drafting. ④ Shop practices and shop skills also are helpful since many higher level drafting jobs require knowledge of manufacturing or construction methods. Many technical schools offer courses in structural design, strength of materials, and metal technology.

⑤ Those planning careers in drafting should be able to do detailed work requiring a high degree of accuracy; have good eyesight and eye-hand coordination because most of their work is done at the drawing board; ⑥ be able to function as part of a team since they work directly with engineers, architects, and skilled workers; and be able to do freehand drawings of three-dimensional objects. Artistic ability is helpful in some specialized fields.

High school graduates usually start out as tracers. Those having post-high school technical training usually qualify as junior drafters. ⑦ After gaining experience, they may advance to checkers, detailers, senior drafters, or supervisors. Some may become independent designers. Courses in engineering and mathematics sometimes enable drafters to transfer to engineering positions.

### Employment Outlook

Employment of drafters is expected to increase faster than the ⑧ average for all occupations. This growth, along with the need to replace those who retire, die, or move into other fields of work, should provide favorable job opportunities through the mid-1980's. Holders of an associate (2-year) degree in drafting will have the best prospects. ⑨ Many large employers already require post-secondary technical education, though well-qualified high school graduates who have studied drafting will find opportunities in some types of jobs.

Employment of drafters is expected to rise rapidly as a result of the increasingly complex design problems of modern products and processes. In addition, more drafters will be needed as supporting personnel for engineering and scientific occupations. Photoreproduction of drawings and expanding use of electronic drafting equipment and computers, however, will reduce the need for less skilled drafters.

### Earnings

In private industry, beginning drafters earned between $560 and ⑩ $740 a month in 1974; more experienced drafters earned from $700 to $900 a month. Senior drafters averaged roughly $1,000 a month, about one and one-half times as much as the average earnings of nonsupervisory workers in private industry, except farming.

The Federal Government paid drafters having an associate degree starting salaries of $7,596 a year in late 1974. Those with less education and experience generally started at $6,764. The average Federal Government salary for all drafters was $10,400 a year.

### Sources of Additional Information

General information on careers for drafters is available from:

American Institute for Design and Drafting, 3119 Price Rd., Bartlesville, Okla. 74003.

International Federation of Professional an[illegible] Technical Engineers, 1126 16th S[illegible] NW., Washington, D.C. 20036.

See Sources of Additional Information in the statement on Engineering and Science Technicians elsewhere in the *Handbook*.

From: U.S. Department of Labor. Bureau of Labor Statistics. *Occupational Outlook Handbook*, 1976-77 Edition. Bulletin 1875.

# EXPLORING OCCUPATIONS WORKSHEET

Student's Name DREW LYONS Date MAY 13, 1977

Title of occupation to be explored ① DRAFTER

List the names of books or other materials used, or persons interviewed

OCCUPATIONAL OUTLOOK HANDBOOK

**Job Requirements**

What education and/or training is needed? HIGH SCHOOL OR POST HIGH SCHOOL (SUCH AS TECANICAL OR VOCATIONAL SCHOOLS, COMMUNITY COLLEGES) WITH COURSES IN MATH, PHYSICAL SCIENCES, MECHANICAL DRAWING, AND DRAFTING.

List any special abilities needed (verbal, numerical, mechanical, etc.) HIGH ACCURACY, GOOD EYESIGHT, EYE-HAND COORDINATION, FREEHAND DRAWING, ABLE TO WORK AS PART OF A TEAM.

Do you need a license or special certificate to do this work? NO

List any other requirements for this occupation

**Job Description**

What are the duties? PREPARING DETAILED DRAWINGS BASED ON ROUGH SKETCHES, SPECIFICATIONS, + CALCULATIONS MADE BY ENGINEERS, ARCHITECTS, + DESIGNERS. CALCULATING THE STRENGH, QUALITY, QUANTITY, + COST OF MATERIALS. MAKING FINAL DRAWINGS WITH DETAILED VIEW OF OBJECT (SPECIFICATIONS TO BE FOLLOWED, PROCEDURES, OTHER INFO. NECESSARY TO CARRY OUT THE JOB.)

Check (✓) the kinds of interests that are related to this occupation. (This question may be omitted if the information is not available.)

☑ arts
☐ clerical work
☑ mathematics
☑ mechanical work
☐ literary
☐ music
☐ outside work
☑ science
☐ influencing people
☐ social service work

Check (✓) any special working conditions associated with this occupation.

☑ routine, unchanging work
☐ work that changes a lot
☐ work under supervision
☐ work without supervision
☐ work mostly with others
☐ work mostly alone
☑ very little movement
☐ heavy physical work
☐ dangerous work
☐ night or weekend work
☐ extreme heat or cold
☐ get dirty or greasy
☐ high pressure work
☐ much travel
☑ all inside work
☐ loud noise

Does the occupation have any other special working conditions? Describe them.

USING YOUR EYES TO DO DETAILED WORK.

What is the pay or pay range for this occupation? $560 - $1000 PER MONTH.

**Job Future**

What are the chances for advancement within this occupation? VERY GOOD. YOU CAN MOVE UP FROM A JUNIOR DRAFTER TO A CHECKER, TO A DETAILER, + EVENTUALLY TO A SENIOR DRAFTER.

What are the chances for staying employed in this occupation (employment outlook)?

GOOD. EMPLOYMENT OF DRAFTERS SHOULD INCREASE FASTER THAN THE AVERAGE OF ALL OCCUPATIONS. BEST OUTLOOK FOR THE A.A. DEGREE.

**In Your Opinion . . .**

What are the major advantages of this occupation? YOU CAN MOVE UP IN THIS OCCUPATION. FOUR YEARS OF COLLEGE ARE NOT NECESSARY.

What are the major disadvantages of this occupation? YOU MUST SIT ALL DAY BEHIND A DESK DOING CLOSE, DETAILED, ROUTINE WORK.

**Turn the page to check your answers.**

**Check your work here.**

## EXPLORING OCCUPATIONS WORKSHEET

Student's Name DREW LYONS Date MAY 13, 1977

Title of occupation to be explored ① DRAFTER

List the names of books or other materials used, or persons interviewed

OCCUPATIONAL OUTLOOK HANDBOOK

**Job Requirements** ③ ④

What education and/or training is needed? HIGH SCHOOL OR POST HIGH SCHOOL (SUCH AS TECANICAL OR VOCATIONAL SCHOOLS, COMMUNITY COLLEGES) WITH COURSES IN MATH, PHYSICAL SCIENCES, MECHANICAL DRAWING, AND DRAFTING.

⑤ List any special abilities needed (verbal, numerical, mechanical, etc.) HIGH ACCURACY, GOOD EYESIGHT, EYE-HAND COORDINATION, FREEHAND DRAWING, ABLE TO WORK AS PART OF A TEAM.

Do you need a license or special certificate to do this work? NO

List any other requirements for this occupation

**Job Description** ②

What are the duties? PREPARING DETAILED DRAWINGS BASED ON ROUGH SKETCHES, SPECIFICATIONS, + CALCULATIONS MADE BY ENGINEERS, ARCHITECTS, + DESIGNERS. CALCULATING THE STRENGH, QUALITY, QUANTITY, + COST OF MATERIALS. MAKING FINAL DRAWINGS WITH DETAILED VIEW OF OBJECT (SPECIFICATIONS TO BE FOLLOWED, PROCEDURES, OTHER INFO. NECESSARY TO CARRY OUT THE JOB.)

Check (✓) the kinds of interests that are related to this occupation. (This question may be omitted if the information is not available.)

- ☑ arts
- ☐ clerical work
- ☑ mathematics
- ☑ mechanical work
- ☐ literary
- ☐ music
- ☐ outside work
- ☑ science
- ☐ influencing people
- ☐ social service work

Check (✓) any special working conditions associated with this occupation.

⑥

- ☑ routine, unchanging work
- ☐ work that changes a lot
- ☐ work under supervision
- ☐ work without supervision
- ☐ work mostly with others
- ☐ work mostly alone
- ☑ very little movement
- ☐ heavy physical work
- ☐ dangerous work
- ☐ night or weekend work
- ☐ extreme heat or cold
- ☐ get dirty or greasy
- ☐ high pressure work
- ☐ much travel
- ☑ all inside work
- ☐ loud noise

Does the occupation have any other special working conditions? Describe them.

⑥ USING YOUR EYES TO DO DETAILED WORK.

What is the pay or pay range for this occupation? $560 - $1000 PER MONTH. ⑩

**Job Future** ⑦

What are the chances for advancement within this occupation? VERY GOOD. YOU CAN MOVE UP FROM A JUNIOR DRAFTER TO A CHECKER, TO A DETAILER, + EVENTUALLY TO A SENIOR DRAFTER.

What are the chances for staying employed in this occupation (employment outlook)? ⑧ ⑨

GOOD. EMPLOYMENT OF DRAFTERS SHOULD INCREASE FASTER THAN THE AVERAGE OF ALL OCCUPATIONS. BEST OUTLOOK FOR THE A.A. DEGREE.

**In Your Opinion . . .**

What are the major advantages of this occupation? YOU CAN MOVE UP IN THIS OCCUPATION. FOUR YEARS OF COLLEGE ARE NOT NECESSARY.

What are the major disadvantages of this occupation? YOU MUST SIT ALL DAY BEHIND A DESK DOING CLOSE, DETAILED, ROUTINE WORK.

## Talking about Occupations

You can get some good, concrete facts about an occupation by reading the *Occupational Outlook Handbook*, the *Dictionary of Occupational Titles*, and *Project VIEW*. However, to get information about jobs you don't find listed, or to find out *more* about the job duties, employment opportunities, or salary in your state, you'll need to look elsewhere.

One of the best ways to find out more about a particular occupation is to talk with someone who does that kind of work or supervises workers in that area. These tips can help you set up and conduct a good interview with such a person.

1. Always be polite.
2. Telephone for an appointment. Make sure that it is a good time for the person you are interviewing.
3. Write down the questions you plan to ask and take them with you.
4. Introduce yourself.
5. Tell the person why you are interested in finding out about his/her occupation.
6. Take along a pad and pencil and write down the answers to each question you ask.
7. Thank the person.

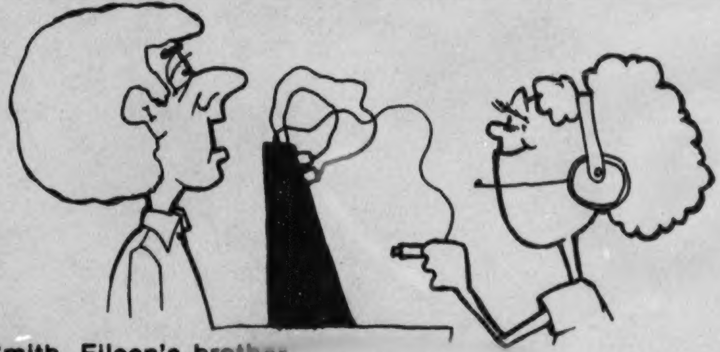
After the interview, fill out an Exploring Occupations Worksheet on that occupation. (There are extra copies at the back of this booklet.) Use the notes you took at the interview to help you fill it out. Keep this worksheet and the other information you gather about occupations in one place. Then you'll have your own collection of information about the occupations you're interested in.

### *Oscar's Interview*

Oscar was interested in becoming a telephone operator, and so he set up an interview with a friend of his sister's who worked at the phone company. Then, he wrote down the questions he wanted to ask that would help him fill out the Exploring Occupations Worksheet. His list included questions about:

- the job description
- the job requirements
- the job future.

Here's how his interview went:



Hello, Ms. Jones, I'm Oscar Smith, Eileen's brother. I'm a student at Story High. I would like to find out what it takes to be a telephone operator.

Hi, Oscar. I'll be glad to talk to you about my job at Florida Telephone. The company requires a telephone operator to have a high school diploma and good communication skills. They give beginning operators on-the-job training to teach them how to use the equipment and how to keep records.

Exactly what does a telephone operator do?

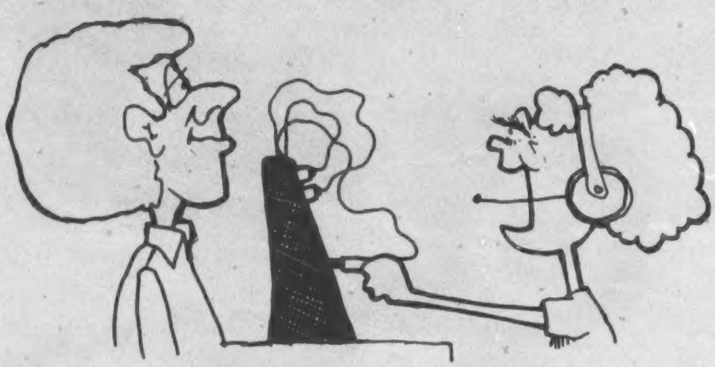
We give correct phone numbers, place emergency calls, and place local or long distance calls. We learn how to handle several calls at once—calmly.

Do you have to have a license or wear a uniform?

No, to both questions.

What else can you tell me about this occupation?

The hours vary, but they always come in eight-hour shifts. That means I sometimes work from 7 a.m. until 3 p.m., or from 3 p.m. until 11 p.m. My job requires me to sit behind large pieces of telephone equipment all day, but otherwise my working conditions are all right. The fringe benefits the company gives—such as paid vacations and paid medical insurance—make it a very good job. My earnings are okay, too. Telephone operators earn from $2.86 to $4.53 per hour. And chances for moving up into supervisory jobs are good.



Do you ever have to work on holidays?

I'm afraid so. That is one of the disadvantages of my job. That, and sometimes having to work the 11 p.m. to 7 a.m. shift.

What are some things you like about your job?

Well, I have a secure job with the Florida Telephone Company. They've been in business for over 75 years. Plus, my pay is good and I have an opportunity for getting ahead. I have a chance to earn more, too. The company gives raises every six months—to the people who've done a good job.

What is the employment outlook?

I'd say pretty steady. Even though more people are dialing direct, and not using the services of an operator, we still have several openings each month for beginning operators.

Well, you've been very helpful. Thanks for telling me about your job.

You're welcome. I enjoyed talking to you.

When he returned from the interview, Oscar filled out the Exploring Occupations Worksheet on the next page and added it to his notebook file of occupations that interest him. As you read through Oscar's worksheet, look back to the interview to see the questions he asked to get the information he needed.

## EXPLORING OCCUPATIONS WORKSHEET

Student's Name OSCAR SMITH Date JUNE 28, 1977

Title of occupation to be explored TELEPHONE OPERATOR

List the names of books or other materials used, or persons interviewed

MS. JONES AT FLORIDA TELEPHONE COMPANY

**Job Requirements**

What education and/or training is needed? HIGH SCHOOL AND ON-THE-JOB TRAINING

List any special abilities needed (verbal, numerical, mechanical, etc.) COMMUNICATION SKILLS

Do you need a license or special certificate to do this work? NO

List any other requirements for this occupation

**Job Description**

What are the duties? GIVING CORRECT PHONE NUMBERS, PLACING EMERGENCY CALLS, PLACING LOCAL AND LONG-DISTANCE CALLS.

Check (✓) the kinds of interests that are related to this occupation. (This question may be omitted if the information is not available.)

☐ arts
☑ clerical work
☐ mathematics
☐ mechanical work
☐ literary
☐ music
☐ outside work
☐ science
☑ influencing peop
☑ social service wo

Check (✓) any special working conditions associated with this occupation.

☐ routine, unchanging work
☐ work that changes a lot
☐ work under supervision
☐ work without supervision
☐ work mostly with others
☐ work mostly alone
☑ very little movement
☐ heavy physical work
☐ dangerous work
☑ night or weekend work
☐ extreme heat or cold
☐ get dirty or greasy
☐ high pressure work
☐ much travel
☑ all inside work
☐ loud noise

Does the occupation have any other special working conditions? Describe them. HAVE TO BE ABLE TO HANDLE MANY CALLS AT ONCE, WHICH MAY LEAD TO SOME TENSION.

What is the pay or pay range for this occupation? $2.86 - $4.53 PER HOUR

**Job Future**

What are the chances for advancement within this occupation? CHANCES FOR MOVING INTO SUPERVISORY POSITIONS ARE GOOD.

What are the chances for staying employed in this occupation (employment outlook)?

PRETTY STEADY, ALTHOUGH NEED WILL DECREASE AS MORE PEOPLE DIAL DIRECTLY FOR LONG DISTANCE.

**In Your Opinion ...**

What are the major advantages of this occupation? YOU CAN MOVE UP, PAY IS GOOD FOR HIGH SCHOOL GRADUATES, USUALLY GOOD COMPANY BENEFITS, SECURE JOB.

What are the major disadvantages of this occupation? SHIFT WORK MAY BE REQUIRED - MIGHT HAVE TO WORK ALL NIGHT. MAY ALSO HAVE TO WORK HOLIDAYS. WORK CAN GET BORING, SITTING AND WORKING WITH EQUIPMENT.

Name ______________________

Date ______________________

# Self-Test

## Objective 4

List three things that you can do, besides reading about jobs, to get information about an occupation.

1 ______________________

2 ______________________

3 ______________________

## Objective 5

Write the titles of two printed sources of occupational information that have been described in this unit.

1 ______________________

2 ______________________

### Answers to Objective 4

Besides reading about occupations, you can do the following:

- Talk with people who work in an occupation that you're interested in.
- Ask your guidance counselor or occupational specialist for information.
- Observe workers on the job.
- Think about your own work experience.
- Interview employers in the occupations you're interested in.
- Talk with members and officers of trade unions.
- Write to professional associations for information.

If you could not list at least one of these ways of getting information, review pages 43-56.

### Answers to Objective 5

Three widely used, printed sources of occupational information are:

- *Occupational Outlook Handbook*
- *Dictionary of Occupational Titles*
- *Project VIEW.*

If you couldn't write the title of at least one of these sources, review pages 45-52.

# Activity:

## Exploring an Occupation

Now it's your turn to find out about an occupation you're interested in. Using information from the *Occupational Outlook Handbook* on pages 81-93, fill out the Exploring Occupations Worksheet (A) on the next page.

Here's how to do it.

1. Look over the occupations described on pages 81-93. (These pages are taken from the *Occupational Outlook Handbook*, 1976-77 edition.)
2. Choose the occupation that interests you most: airplane pilot, bellhop and bell captain, cosmetologist, dental assistant, technical writer, or veterinarian. Read the article about the occupation, keeping in mind the kind of information you will need to fill out the Exploring Occupations Worksheet.
3. Fill out the Exploring Occupations Worksheet (A) on the next page. Be sure to write the title of the occupation you've read about on the worksheet. Some of the articles may not contain information about the interests related to the occupation; you can look up this information on the Occupations Chart that begins on page 96.
4. Keep your completed worksheet (A). You will need to use it in one of the performance tests in this unit.

There are extra copies of the Exploring Occupations Worksheet on pages 107-113 in case you need them.

## EXPLORING OCCUPATIONS WORKSHEET (A)

Student's Name ______________________ Date __________

Title of occupation to be explored ______________________

List the names of books or other materials used, or persons interviewed ______________________

### Job Requirements

What education and/or training is needed? ______________________

List any special abilities needed (verbal, numerical, mechanical, etc.) ______________________

Do you need a license or special certificate to do this work? ______________________

List any other requirements for this occupation ______________________

### Job Description

What are the duties? ______________________

Check (✓) the kinds of interests that are related to this occupation. (This question may be omitted if the information is not available.)

- ☐ arts
- ☐ clerical work
- ☐ mathematics
- ☐ mechanical work
- ☐ literary
- ☐ music
- ☐ outside work
- ☐ science
- ☐ influencing people
- ☐ social service work

Check (✓) any special working conditions associated with this occupation.

- ☐ routine, unchanging work
- ☐ work that changes a lot
- ☐ work under supervision
- ☐ work without supervision
- ☐ work mostly with others
- ☐ work mostly alone
- ☐ very little movement
- ☐ heavy physical work
- ☐ dangerous work
- ☐ night or weekend work
- ☐ extreme heat or cold
- ☐ get dirty or greasy
- ☐ high pressure work
- ☐ much travel
- ☐ all inside work
- ☐ loud noise

Does the occupation have any other special working conditions? Describe them. ______________________

What is the pay or pay range for this occupation? ______________________

### Job Future

What are the chances for advancement within this occupation? ______________________

What are the chances for staying employed in this occupation (employment outlook)? ______________________

### In Your Opinion . . .

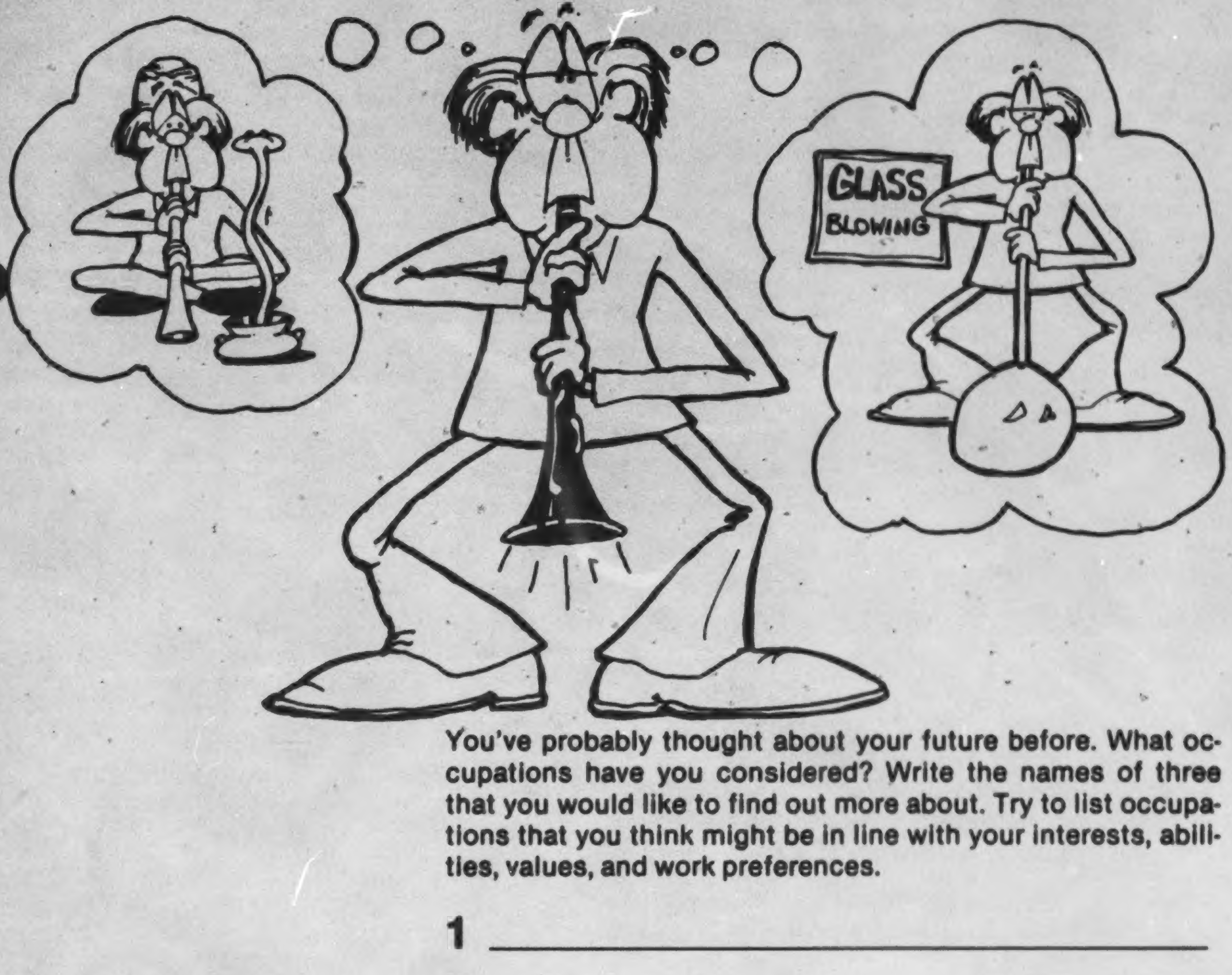
What are the major advantages of this occupation? ______________________

What are the major disadvantages of this occupation? ______________________

## Choosing Your Own Occupation to Explore

In the activity you just completed you got a chance to practice using one of the printed sources of occupational information (the *Occupational Outlook Handbook*) to fill out an Exploring Occupations Worksheet. Although you were able to select an occupation to explore, you only had seven choices.

What if, instead of choosing from only seven occupations, you could choose from 200 or 500—or more? What occupation would you choose? How would you find out about it? When it comes to choosing an occupation, you really do have hundreds to pick from. Look over the Occupations Chart on pages 96-100 to get an idea of the number and variety of occupations.



You've probably thought about your future before. What occupations have you considered? Write the names of three that you would like to find out more about. Try to list occupations that you think might be in line with your interests, abilities, values, and work preferences.

1 ______________________________

2 ______________________________

3 ______________________________

# Performance Test

**Do it!** ***Objective 6***

In the next few pages, you'll be filling out another Exploring Occupations Worksheet, but this time you'll be exploring an occupation of your choice. You can use whatever sources you find most helpful in getting the information you want to know: the *Dictionary of Occupational Titles, Occupational Outlook Handbook*, or *Project VIEW*. For additional information, try the Occupations Chart on page 96, guidance counselors, and employers or employees working in the occupation.

To complete this performance test, follow these steps.

1. Select one of the three occupations you listed on page 61 to explore.

2. Write your name, the date, and the title of that occupation on the Exploring Occupations Worksheet (B) on the next page.

3. Find out what you can about the occupation. Use the printed sources your instructor has provided (or visit your school library), talk to your guidance counselor, or interview workers. Use any of the sources discussed in the last section that are approved by your instructor.

4. When you have all the information you need, fill out the Exploring Occupations Worksheet (B). There are extra copies at the back of the booklet if you need one. Refer back to the two sample Exploring Occupations Worksheets (Drew's and Oscar's), and to the one you filled out in the last activity, if you need help. *All* the information you write in should come from sources approved by your instructor.

When you have completed the worksheet, check your work against the performance checklist on page 64.

# EXPLORING OCCUPATIONS WORKSHEET (B)

Student's Name ______________________ Date ____________

Title of occupation to be explored ______________________

List the names of books or other materials used, or persons interviewed ______________________

______________________

**Job Requirements**

What education and/or training is needed? ______________________

______________________

List any special abilities needed (verbal, numerical, mechanical, etc.) ______________________

______________________

Do you need a license or special certificate to do this work? ______________________

List any other requirements for this occupation ______________________

**Job Description**

What are the duties? ______________________

______________________

______________________

Check (✓) the kinds of interests that are related to this occupation. (This question may be omitted if the information is not available.)

- ☐ arts
- ☐ clerical work
- ☐ mathematics
- ☐ mechanical work
- ☐ literary
- ☐ music
- ☐ outside work
- ☐ science
- ☐ influencing people
- ☐ social service work

Check (✓) any special working conditions associated with this occupation.

- ☐ routine, unchanging work
- ☐ work that changes a lot
- ☐ work under supervision
- ☐ work without supervision
- ☐ work mostly with others
- ☐ work mostly alone
- ☐ very little movement
- ☐ heavy physical work
- ☐ dangerous work
- ☐ night or weekend work
- ☐ extreme heat or cold
- ☐ get dirty or greasy
- ☐ high pressure work
- ☐ much travel
- ☐ all inside work
- ☐ loud noise

Does the occupation have any other special working conditions? Describe them. ______________________

______________________

What is the pay or pay range for this occupation? ______________________

**Job Future**

What are the chances for advancement within this occupation? ______________________

______________________

What are the chances for staying employed in this occupation (employment outlook)?

______________________

**In Your Opinion . . .**

What are the major advantages of this occupation? ______________________

______________________

What are the major disadvantages of this occupation? ______________________

______________________

Use this checklist to check your work. If you've left anything out, look up the information and fill it in. Then ask your instructor to check your work. All items on the checklist must be checked for you to pass this objective.

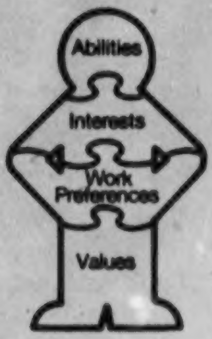
**Performance Checklist**

☐ Wrote your name and the date
☐ Wrote the title of the occupation you explored
☐ Wrote the names of the sources where you got this information
☐ Gave all the information asked for under Job Requirements
☐ Gave all the information asked for under Job Description
☐ Gave all the information asked for under Job Future
☐ All your information is correct and complete

Keep your completed worksheet (B). You'll be using it again later in this unit.

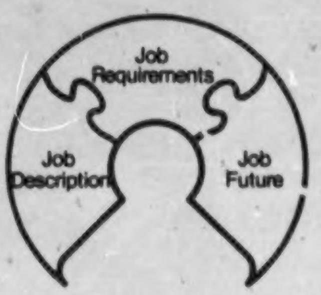
# Matching Yourself and Occupations

## Making a Match

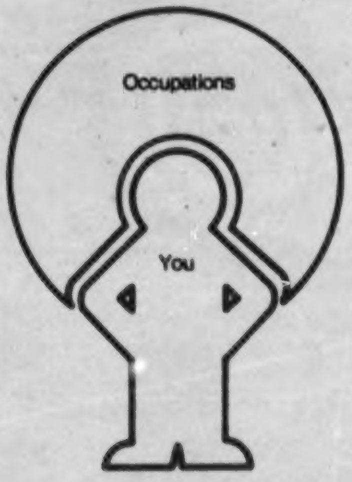


When you learn how to choose an occupation, you're really learning how to find out about yourself, how to get information about careers, and how to make decisions. If you take your time, you'll have a chance to look around, find out about some different kinds of work, and see where you fit in—or where you would like to fit in.

So far in this unit, you've had a chance to look at yourself and examine the personal traits that will help you in the world of work.



You've found out some of the things you should know about occupations, too. The two occupations you explored gave you practice in locating the job information you need to have before you can decide on a career.



In this last section of the unit, you'll have a chance to compare your personal traits to those related to the two occupations you've explored. You'll see where these two occupations match your traits, and where they don't. Then you'll have the right kind of information to use in making a career choice—now, or years from now, when you might want to change careers.

# Performance Test

**Do it!** **Objective 7**

On the Match Sheet on the next page, you'll compare your personal traits to those related to the two occupations you explored to see how well they match. For this test, you'll need to use the Exploring Occupations Worksheets (A and B) that you've already filled out. You'll also need to refer to the Self-Inventory you filled out on page 31.

Follow these directions:

1. Write the titles of the two occupations you've explored (A and B) in the boxes at the top of the two columns.
2. Read each statement under *Characteristics*. Find that area described on your Exploring Occupations Worksheet (A). For example, abilities are listed under *Job Requirements;* interests, under *Job Description;* and so forth.
3. Look at your Self-Inventory. If your personal traits match those required by Occupation A, then check (✓) the box in the first column.
4. Continue reading each statement and answer each one for Occupation A. Be sure to refer to your Self-Inventory.
5. Now, repeat these directions, this time using Exploring Occupations Worksheet (B). If your personal traits match those required by Occupation B, then check (✓) the box in the second column.
6. Look over your Match Sheet. For some of the characteristics, you will have checked only one box (for either Occupation A or B); for others, you may have put a check in both boxes. If you don't have a check in either box, put a check in the third column, under *Neither*.

## Match Sheet:

### Matching Personal and Occupational Characteristics

Name ____________________

Date ____________________

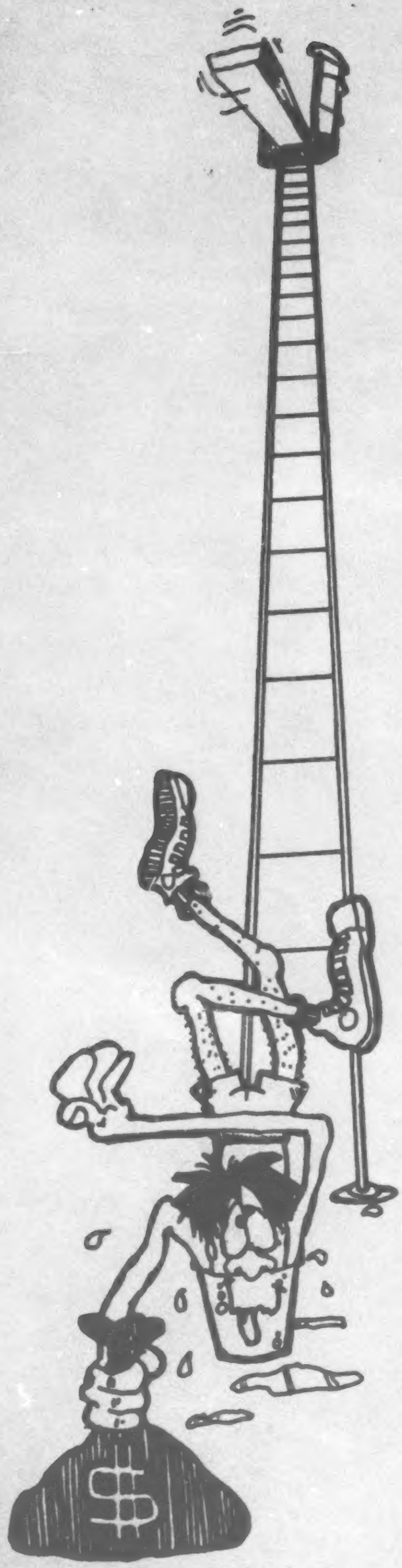
*Directions:* Write the titles of the two occupations you've explored (A and B) in the boxes at the top of the columns. Read each statement under *Characteristics.* If the statement is correct for either or both occupations, check the box under that occupation. If neither occupation matches your personal traits, check the box under *Neither.*

| **Characteristics (Personal traits)** | **Occupation A** | **Occupation B** | |
|---|---|---|---|
| **Abilities** | | | **Neither** |
| I have the abilities that this occupation requires. | ☐ | ☐ | ☐ |
| My plans for future education or training are at *least* equal to the amount and type this occupation requires. | ☐ | ☐ | ☐ |
| **Interests** | | | |
| My personal interests seem to match the interest areas related to this occupation. | ☐ | ☐ | ☐ |
| **Work Preferences** | | | |
| My work preferences fit in with the working conditions typical of this occupation. | ☐ | ☐ | ☐ |
| **Values (What's important to me)** | | | |
| The employment outlook for this occupation gives me the job security I need. | ☐ | ☐ | ☐ |
| The chances for advancement in this occupation are good enough to satisfy me. | ☐ | ☐ | ☐ |
| The pay range in this occupation is high enough to satisfy me. | ☐ | ☐ | ☐ |

When you have completely filled out the Match Sheet, check it against the performance checklist below. This is the same checklist your instructor will use to grade your work. All items must be correct for you to pass this objective; so make sure your Match Sheet is complete before showing it to your instructor.

**Performance Checklist**

- ☐ Checked at least one box for each statement
- ☐ Used the correct Exploring Occupations Worksheet (A or B) to answer the questions
- ☐ Used information about your abilities, interests, values, and work preferences (as marked on your Self-Inventory) to answer all questions



## Comparing Occupations

Earlier in the unit, you examined your abilities, interests, work preferences, and values and saw how they relate to your success and satisfaction in a career. The career you finally decide upon should match your personal traits as closely as possible.

Turn back to your completed Match Sheet on page 67 and think about the boxes you checked under each occupation. What do your check marks mean? Is either of these occupations one you should consider?

To get a rough idea, you could count the number of boxes you checked under each occupation: the occupation with more boxes checked (the occupation that matches you in more ways) would *probably* be the better choice. But there are other things you need to think about. Consider these examples.

If you want to work for an international business as a purchasing agent, you will probably need to speak one or more foreign languages. Your grades in language courses, however, may indicate that you don't have the necessary verbal ability for the job. This doesn't mean that you can't be a purchasing agent. It only means that you may have to work harder (spending more time learning the languages to prepare you for this occupation) than other people who have an aptitude for languages.

Education is another thing to consider. If you plan to be a dentist, for example, you'll need to go to college and graduate school in dentistry. If you don't want to spend those years in school, you'd better look into other careers (such as dental hygienist or dental assistant) that suit your interests, but require less education.

As you can see, a perfect match isn't always necessary for a person to be happy and successful in his/her career. Interest and desire can sometimes make up for lack of ability. High pay may make unpleasant working conditions easier to put up with. Having weekends and evenings free may make a low-paying career more attractive.

When it comes time to make a decision and choose your occupation, you'll see how important it is to know yourself—because only you can decide if a career is right for you.

# Activity:

## *Making Career Choices*

The Match Sheet you filled out on page 67 is a summary of information about your personal traits, the two occupations you explored, and how well they match. On the basis of the boxes you checked and your feelings about those occupations, you should be able to see whether either occupation would make a good career choice for you. This activity will give you a chance to practice your decision-making skills.

Follow these directions.

- Read the statements on the next page. Put a check (✓) in the box next to the one that shows how you feel about the occupations you've explored.
- Check statement 1 if you checked all the boxes under *both* occupations on the Match Sheet on page 67.
- Check statement 2 if you checked all the boxes under one of the occupations on the Match Sheet.
- If you check statement 2 or 3, don't forget to write the name of the occupation on the correct line.
- If you check statement 3 or 4, be sure to give your reasons. Your explanation should include a discussion of your personal traits (abilities, interests, etc.), those you lack and would need for the occupation, and those you think you could or couldn't develop.

## Check one of the following boxes.

**1** ☐ Either occupation I explored would be a good match for my personal traits.

**2** ☐ ______________________________ would be a good choice of occupations for me because it matches all my personal traits.

**3** ☐ Even though ______________________________ isn't perfectly suited to my personal traits, I think it would be the better choice of occupations for me because ______________________________

______________________________________________

______________________________________________

______________________________________________.

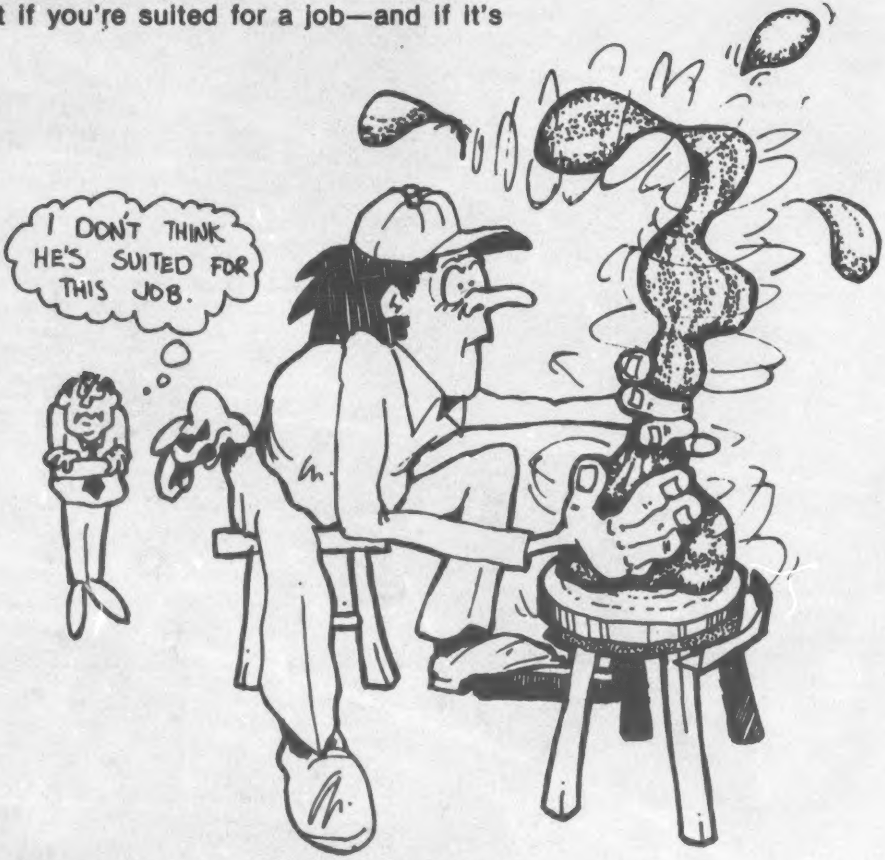
**4** ☐ In my opinion, neither occupation I explored would be a good choice of occupations for me because __________

______________________________________________

______________________________________________.

## Planning Ahead

Now that you've tried two occupations on for size, you can see that choosing an occupation requires some serious thought about yourself and the occupation. Perhaps you've found one or two occupations that you're suited for and want to consider. Maybe you've been successful in eliminating some occupations that aren't for you. In either case, you've seen how to find out if you're suited for a job—and if it's suited to you.


I DON'T THINK HE'S SUITED FOR THIS JOB.

Each time you explore an occupation, you'll find it easier to do. Although you may change as you get older, you've already gathered some basic information about your values, abilities, and interests. And the more occupations you look into, the more you'll learn about your work preferences and your career goals.

Of course, reading about jobs and talking to workers and employers aren't the only things you can do. If you think you're interested in an occupation, try to get a part-time job in that area. Even if you don't get paid for working, the experience you get will be worth your time. You can't be a veterinarian without advanced education, but you may be able to work as a receptionist or assistant in a veterinarian's office. Other jobs are available in pet stores and dog grooming shops; your humane society or animal shelter may be in need of volunteers. These kinds of work experiences will give you a chance to work with animals and see how veterinarians spend their workdays. Then you can decide whether you like what you see.

Another way to prepare for your future career is to plan your education and vocational training. Find out what courses you can take to learn job skills. Do you plan to continue your education? If so, start looking into the courses offered by your local vocational-technical centers, adult education programs, community college, or university. Your school counselor has catalogs from other schools and their addresses, so you can send off for more information.

The important thing is to start thinking about the occupation you want. By getting information about yourself and occupations, you can choose an area that you'll be interested in and good at, one that will suit your work preferences and fit in with your values. Of course, your job may not be a perfect match in all these areas. But planning ahead will give you a good start toward choosing and working toward a satisfying and interesting occupation.

# Unit Review

Read over these knowledge objectives. For each one, think whether you can do what the objective asks. If not, review now. The page numbers are listed next to each objective. Your instructor will give you a final unit test on these objectives.

| Knowledge Objectives | Pages |
|---|---|
| **1.** List four kinds of information about yourself to use when deciding on an occupation. | 10-14 |
| **2.** List three ways to find out about your abilities, interests, work preferences, and values. | 15-28 |
| **3.** List three major types of job information to collect before deciding on an occupation, and give an example of each type. | 32-38 |
| **4.** List three things that you can do, besides reading about jobs, to get information about an occupation. | 43-56 |
| **5.** Write the titles of two printed sources of occupational information that have been described in this unit. | 45-52 |

You have already been tested on the performance objectives, and so you won't be tested on them in the unit test. If you haven't completed all of the performance tests, go back now and do them. Check the list at the front of this booklet (page 7) to be sure you have completed all of the performance objectives, and that your instructor has initialed them.

**Performance Objectives—The Do it! Objectives**

**6.** Supply, in writing, correct information about an occupation that you have collected from printed information, interviews with workers, or other sources.

**7.** Using the Match Sheet, compare your personal traits to those of two different occupations.

# Glossary

## A

**ability** a skill; power to do some special thing

**advance** a move forward; to promote or be promoted. To advance in your job means to move on to a higher position.

**advancement** being promoted; moving up in your job or moving to another job on a higher level

**advantage** anything that is favorable or preferable

**apprenticeship** time period during which a person learns a trade or art

**appropriate** fitting, correct, the right thing

**appropriately** correctly; done the right and fitting way

**aptitude** a natural talent

## C

**career** occupation

**certification** a license; something that proves that you have passed a course or a test and have shown that you can do certain jobs or enter certain occupations

**characteristic** trait; special quality or feature

**clerical** a kind of ability. Clerical ability relates to the kinds of duties a clerk performs, such as filing and typing.

**college** a school beyond high school that gives degrees

**community** land, buildings, and people associated with the local area

**computational** having to do with numbers; a skill or interest having to do with numbers

**consider** to think about in order to decide

**create** make something that has not been made before. Fashion designers create new styles.

**creative** able to think up and produce something new

## D

**decision** making up one's mind; a choice

**dexterity** skill in using the hands or mind

**Dictionary of Occupational Titles** a book published by the U.S. Department of Labor. The Dictionary of Occupational Titles uses code numbers to tell about 35,000 jobs.

**disadvantage** an unfavorable condition

## E

**employer** a person or firm that hires workers

**employment** a job; work done for pay

**experience** knowledge gained by doing something; what a person learns by doing

**explore** to look into; to try to find out about; examine

**exploring** examining things to find out about them

## F

**fame** being well known; being admired or known by others

**finger dexterity** skill in using one's fingers

**fringe benefits** advantages of having a certain job, such as paid vacations and group insurance

## G

**glossary** list of words with their meanings

**graduate school** a school beyond college, in which you get a higher degree. To become a professor, you must go to graduate school.

## I

**interest** something you like or enjoy

**intelligence** understanding; ability to learn

## J

**job** employment; work done for pay

**job security** knowing that you will not lose your job; knowing that you have a job for a certain period of time

**junior college** a school beyond high school that offers vocational-technical courses and degrees for the first two years of college

## L

**literary** having to do with reading and writing. People with literary ability write well and like to read.

## M

**manual dexterity** skill in using the hands

**match** to compare things to see how they are alike or similar

**mechanical** having to do with machines, tools, or engines

**musical** having to do with music

## N

**numerical** having to do with numbers

## O

**objective** a task you'll be able to do when you complete this unit

**occupation** your career; what you do for a living

**Occupational Outlook Handbook** a large and useful book that gives information about many jobs. It tells what each job is like, how much education or training is needed, the pay, and what the job may be like in the future. Your instructor or school library has a copy of this book.

**on-the-job training** learning your job by doing it, with help from your supervisor or employer

**outlook** what seems likely to happen in the future

## P

**personal** having to do with an individual person

**personal satisfaction** in terms of your job, this is the feeling you get when you have done something worthwhile

**persuasive** a skill or interest in talking, convincing, and persuading others. Courtroom lawyers must have persuasive skills or they won't win many cases.

**physical activity** body movement. A job that involves physical activity may require lifting, carrying, etc.

**possibilities** chances; things that may happen

**preference** something preferred or chosen over something else

**pressure** a state of strain or trouble. Working under pressure may cause you to feel tense or nervous.

**Project VIEW** cards with up-to-date occupation information. You look at these cards through a viewer available in many libraries.

### Q

**qualifications** traits, skills, or abilities that make a person fit for a job or task

**qualify** to become fit for a job; to prove or have proof that you fulfill the job requirements

### R

**require** to demand; ask; need. Some jobs require special skills.

**requirements** things that are needed. Job requirements are the skills, education, or training that you must have for a certain job.

**routine** schedule; doing the same things in the same ways

### S

**salary** pay; set amount of money paid for regular work, such as a weekly or monthly salary

**satisfy** to give enough to; to make contented or pleased; to meet the needs

**self-inventory** a list of one's personal traits, including shortcomings as well as positive qualities and strengths

**shift work** work in which one group of people works for a period of time, usually eight hours, and then is relieved by another group of people, who work for the next time period. Some occupations, such as nursing or being a telephone operator, involve shift work because there is a need for these jobs 24 hours a day.

**social service** occupations, abilities, or interests concerned with helping people

**success** gaining recognition,.power, money, or fame

**supervision** direction and management. Your boss provides supervision for your work.

**supervisor** the boss; the person who directs other people in their jobs

### T

**talent** a natural ability to do or learn to do certain things

**trade union** an organization of workers formed to protect the interests (such as pay and fringe benefits) of its members

**trait** a special quality, feature, or characteristic

### V

**value** what you think is really important or matters in life

**verbal ability** the ability to express yourself in words, either written or spoken

**volunteer** to give your time or services without cost

### W

**work preference** the way you like to work, such as alone or with others, with or without pressure, etc.

**working conditions** the situation in which you work. This includes how much space each person has, the amount of noise, etc.

# Appendixes

# *Appendix 1:*

# ***Occupational Outlook Handbook***

## AIRPLANE PILOTS

(D.O.T. 196.168, .228, .268, and .283)

### Nature of the Work

Pilots are skilled, highly trained professionals who have been carefully selected for their ability to fly safely. They transport passengers and cargo, and perform other tasks such as crop dusting and inspecting power lines. The pilot in command (called captain by the airlines) is in charge of the plane and supervises any other crew members. On larger planes, a copilot assists the pilot in air-to-ground communications, in monitoring flight and engine instruments, and in operating the plane's controls. Most large airliners have a third pilot serving as flight engineer. The flight engineer makes sure the many mechanical and electrical devices aboard the plane work properly.

Pilots must do a great deal of planning before a flight. They confer with a weather forecaster and choose a route, speed, and altitude that will give a safe, smooth flight. The pilot in command then coordinates the route with air traffic control personnel.

Before takeoff, pilots check the engines, controls, instruments, and other components to make sure everything is working properly. If any faulty equipment is located, a mechanic is called to make the repairs. During the flight, they radio to ground control stations to report their plane's altitude, air speed, weather conditions, or other flight details. Pilots steer the plane to each point on the flight plan and change altitude and speed as necessary. In addition, pilots frequently look at instruments to check the amount of fuel and condition of the engines.

Before take-off pilots make sure all equipment is working properly.

If visibility during the flight is poor, pilots must rely completely on instruments. For example, they use the altimeter to fly safely above any mountains or other obstacles. A special navigation radio gives pilots information which, with the help of special maps, tells them exactly where the plane is. During landings in bad weather, airline pilots may use sophisticated landing equipment which provides directions to a point just above the runway. After landing and parking the plane, they go to the airline office and complete flight records required by the company or the Federal Aviation Administration (FAA).

Some specially trained airline pilots are "evaluators" or "check pilots." They fly with each captain at least twice a year to make sure FAA and company regulations are obeyed. Other pilots are instructors and spend much of their time giving flying lessons.

Although pilots employed by businesses usually fly smaller planes than airline pilots, their duties are much alike. These pilots, however, may perform minor maintenance and repair work on their planes.

### Places of Employment

About 79,000 civilian pilots worked full-time in 1974. About one-half worked for airline companies; most of the remainder trained student pilots or worked for large corporations that use their own airplanes to transport company executives. Others performed a variety of services for many different employers throughout the country such as flying air taxis or crop dusting planes, inspecting pipelines, or conducting sightseeing trips. Federal, State, and local governments also employed pilots.

Most pilots work at major airports close to cities. Over one-third of all pilots work near Los Angeles, San Francisco, New York, Dallas-

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Fort Worth, Chicago, Miami, and Atlanta.

## Training, Other Qualifications, and Advancement

All pilots who are paid to transport passengers or cargo must have at least a commercial airplane pilot's license from the FAA. To qualify for a commercial pilot's license, applicants must be at least 18 years old and have at least 250 hours of flight experience. They also must pass a strict physical examination to make sure they have 20/20 vision with or without glasses, good hearing, and no physical handicaps that prevent quick reactions. Applicants then must pass a written test covering subjects such as the principles of safe flight, navigation techniques, and FAA regulations. As the final step in getting a commercial license, applicants must demonstrate their flying ability to examiners.

In addition to a commercial license, pilots who fly in bad weather must be licensed by the FAA to fly by instruments. Pilots may qualify for this license after practicing flying by instruments for as least 40 hours, passing a written examination on instrument flying procedures and FAA regulations, and demonstrating their ability to fly by instruments to an examiner.

Licensing requirements for airline captains are different from those for other pilots. Captains must have an airline transport pilot's license as well as an instrument license from the FAA. Applicants must be at least 23 years old and have a minimum of 1,500 hours of flying experience during the previous 8 years, including night and instrument flying.

All licenses remain in effect as long as the pilot can pass the required physical examinations and the periodic tests of flying skills required by government regulations. The airline transport license, however, is not issued to pilots when they reach age 60.

Flying can be learned in military or civilian flying schools. Either kind of training satisfies the flight experience requirements for licensing, but those trained in the armed services may have the added opportunity to gain experience on large aircraft similar to airliners.

Pilots hired by airlines must be high school graduates; however, most airlines require 2 years of college and prefer to hire college graduates. Airline companies use psychological tests to determine an applicant's ability to make quick decisions and accurate judgments under pressure.

New airline pilots usually start as flight engineers. In the past, flight engineers were not required to be pilots. However, since the introduction of jet aircraft, union contracts require all new engineers to be qualified pilots.

Pilots working as flight engineers must obtain a flight engineer's license from the FAA. After several weeks of instruction in simulators and classrooms, they must pass FAA written and flight examinations to qualify for the license. Although airlines favor applicants who already have a flight engineer's license and a commercial pilot's license, they may train those who have only the commercial license.

Companies other than airlines generally require less total flying experience than airlines. However, a commercial pilot's license is usually required and companies prefer applicants with experience in the type of plane they will be flying. New employees generally start as copilots if the planes are less complex than airliners and do not require flight engineers.

Advancement for all new pilots is generally limited to other flying jobs. In the airlines, advancement opportunities usually depend on seniority provisions established by union contracts. After 5 to 10 years, flight engineers advance on the basis of seniority, to co-pilot and, after 10 to 20 years, to captain. In other than airline jobs, copilots may advance to pilot and, in large companies, to chief pilot who is in charge of aircraft scheduling, maintenance, and flight procedures.

## Employment Outlook

Employment of pilots is expected to increase faster than the average for all occupations through the mid-1980's. In addition to the jobs from employment growth, openings will result as experienced pilots retire, die, or change occupations. However, competition for job openings should be keen because the number of qualified pilots seeking jobs is expected to exceed the number of openings.

More than half the jobs will occur outside the airlines. Companies are expected to increase the number of planes they operate and the number of pilots they employ to transport executives and cargo to places without scheduled airline service. Additional jobs will result from the need for more flight instructors to train new pilots and to insure that qualified pilots meet FAA proficiency standards.

The expected growth in airline passenger and cargo traffic will create a need for more airliners and more pilots to fly them. However, for the next few years airlines will be able to transport more people by buying bigger planes rather than more planes. Because the number of planes is not expected to increase immediately, opportunities should be limited until the late 1970's when airlines begin increasing the number of planes in operation.

Recent college graduates who have experience flying large, multiengine aircraft and who possess a commercial pilot's license and a flight engineer's license can expect first consideration for jobs with the major airlines. Other companies generally have fewer formal education and experience requirements than airlines. However, these com-

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panies prefer applicants with flying experience in the type of plane they will be flying on the job.

### Earnings and Working Conditions

Earnings of pilots and copilots are among the highest in the Nation. In 1974, the average salary for all airline pilots was $38,200 a year. Starting salaries for flight engineers ranged from $8,000 to $10,000 a year, while some senior captains on the largest aircraft earned more than $70,000. Based on limited information, earnings of pilots in other than airline companies ranged from $10,000 for copilots on small planes to $40,000 for chief pilots of companies with large jets.

Earnings depend on factors such as the type, size, and speed of the planes, and the number of hours and miles flown. Extra pay is given for night and international flights. As an additional benefit, pilots and their immediate families usually are entitled to a limited amount of reduced fare transportation on their own and other airlines.

Airlines operate flights at all hours of the day and night, so work schedules are often irregular. Under FAA rules airline pilots cannot fly more than 85 hours a month. Most actually fly only about 70 hours a month, and, as a result, they have many work-free days. However, airline pilots may be away from their home bases about one-third of the time or more. When they are away from home, the company provides hotel accommodations and an allowance for expenses.

Although pilots employed outside the airlines are prohibited by FAA regulations from flying more than 100 hours a month, their schedules are irregular and some fly 30 hours while others may fly 90 hours per month. These pilots frequently are responsible for maintaining records or scheduling flights, and do not have as much free time as airline pilots. They also may work irregular hours. Instructors for example, may give lessons on weekends or at night. However, with the exception of pilots who transport executives, most do not remain away from home overnight.

Although flying does not involve much physical effort, the pilot often is subject to mental stress and must be constantly alert and prepared to make decisions quickly.

Most airline pilots are members of the Air Line Pilots Association, International. Those employed by one major airline are members of the Allied Pilots Association.

### Sources of Additional Information

Information about job opportunities in a particular airline and the qualifications required may be obtained by writing to the personnel manager of the company. Addresses of companies are available in the booklet *The People of the Airlines*. For a copy, write to:

Public Relations Department, Air Transport
Association of America, 1709 New
York Ave. NW., Washington, D.C.
20006.

For information about the duties, as well as the physical and educational requirements for airline pilots contact:

Air Line Pilots Association, International,
1625 Massachusetts Ave. NW.,
Washington, D.C. 20036.

For information about job opportunities in companies other than airlines, consult the classified section of aviation trade magazines and apply to companies which operate aircraft at local airports.

To obtain information about jobs with the Federal Aviation Administration, telephone the Federal Job Information Center listed in your local phone book under United States Government, Civil Service Commission. If no center is listed, dial the toll-free number 800-555-1212 and request the toll-free number of the center that serves your area.

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## BELLHOPS AND BELL CAPTAINS

(D.O.T. 324.138 and .878)

### Nature of the Work

Bellhops carry baggage for hotel and motel guests and escort them to their rooms on arrival. When showing new guests to their rooms, bellhops make sure everything is in order and may offer information about valet services, dining room hours, or other hotel services. Bellhops also run errands for guests and may relieve elevator operators or switchboard operators.

Large and medium-sized hotels employ bell captains to supervise bellhops on the staff. They plan work assignments, record the hours each bellhop is on duty, and train new employees. Bell captains take care of any unusual requests guests may make and handle any complaints regarding their department. Sometimes they help arriving or departing guests if a bellhop is unavailable. In 1974, more than 17,000 persons, most of them men, worked as bellhops and bell captains.

A few hotels have large service departments and employ superintendents of service to supervise bell captains and bellhops, elevator operators, doorkeepers, and washroom attendants.

### Training, Other Qualifications, and Advancement

No specific educational requirements exist for bellhops, although high school graduation improves the chances for promotion to a job as desk clerk or reservation clerk. Many hotels fill bellhop jobs by promoting elevator operators.

Because bellhops have frequent contact with guests, they must be neat, tactful, and courteous. A knowledge of the local area is an asset because guests often ask about local tourist attractions, restaurants, and transportation services. Bellhops also must be able to stand for long periods, carry heavy baggage, and work independently.

Bellhops can advance to bell captain and then to superintendent of service, but opportunities are limited. Because there is only one bell captain position in each hotel, many years may pass before an opening occurs. Opportunities for advancement to superintendent of service are even fewer.

### Employment Outlook

Employment of bellhops is expected to grow more slowly than the average for all occupations through the mid-1980's. Most openings, however, will result from the need to replace workers who die, retire, or leave the occupation.

Although many motels now offer services similar to those of a hotel and employ bellhops, the growing popularity of economy motels that offer only basic services is expected to limit employment growth. New workers will have better opportunities in motels and small hotels because the large luxury hotels prefer to hire experienced workers. Opportunities also will be available in resort areas where hotels and motels are open only part of the year.

See the statement on the Hotel Industry elsewhere in the *Handbook* for information on earnings and working conditions, sources of additional information, and more information on employment outlook.

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## COSMETOLOGISTS

(D.O.T. 332.271 and .381;
331.878 and 339.371)

### Nature of the Work

Hair has been a center of attention since women and men first began to care about their appearance. Throughout history a great deal of effort has gone into acquiring a fashionable hairstyle or a perfectly trimmed beard. Although styles change from year to year, the cosmetologist's task remains the same; to help people look attractive.

Cosmetologists, who also are called *beauty operators*, *hairdressers*, or *beauticians*, shampoo, cut and style hair, and advise customers on how to care for their hair. Frequently they straighten or permanent wave a customer's hair to keep the style in shape. Cosmetologists may also lighten or darken the color of the hair to better suit the customer's skin color. Cosmetologists may give manicures and scalp and facial treatments, provide makeup analysis for women, and clean and style wigs and hairpieces.

Most cosmetologists make appointments and keep records of hair color formulas and permanent waves used by their regular customers. They also keep their work area clean and sanitize their hairdressing implements. Those who operate their own salons also have managerial duties which include hiring and supervising workers, keeping records, and ordering supplies.

### Places of Employment

Most of the 500,000 cosmetolo-

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gists employed in 1974 worked in beauty salons. Some worked in unisex shops, barber shops, or department stores, and a few were employed by hospitals and hotels. More than a third operated their own businesses.

Over 90 percent of all cosmetologists are women, and the proportion of men in the occupation has declined slightly in recent years.

All cities and towns have beauty salons, but employment is concentrated in the most populous cities and States. Those cosmetologists who set fashion trends with their hairstyles usually work in New York City, Los Angeles, and other centers of fashion and the performing arts.

## Training, Other Qualifications, and Advancement

Although all States require cosmetologists to be licensed, the qualifications necessary to obtain a license vary. Generally, a person must have graduated from a State-approved cosmetology school, have completed at least the 10th grade, pass a physical examination, and be at least 16 years old. In some States completion of an apprenticeship training program can substitute for graduation from a cosmetology school, but very few cosmetologists learn their skills in this way.

Cosmetology instruction is offered in both public and private vocational schools, in either daytime or evening classes. A daytime course usually takes 6 months to 1 year to complete; an evening course takes longer. Many public school programs include the academic subjects needed for a high school diploma and last 2 to 3 years. An apprenticeship program usually lasts 1 or 2 years.

Both public and private programs include classroom study, demonstrations, and practical work. Most schools provide students with the necessary hairdressing implements, such as scissors, razors, and hair rollers, and include their cost in the tuition fee. Sometimes students must purchase their own. A good set of implements costs about $65.00. Beginning students work on manikins or on each other. Once they have gained some experience, students practice on customers in school "clinics."

During a make-up analysis, cosmetologists show customers how to care for their skin and enhance their appearance by using make-up.

After graduating from a cosmetology course, students take the State licensing examination. The examination consists of a written test and a practical test in which applicants demonstrate their ability to provide the required services. In some States an oral examination is included and the applicant is asked to explain the procedures he or she is following while taking the practical test. In some States a separate examination is given for persons who want only a manicurist's license. Most States have reciprocity agreements that allow a cosmetologist licensed in one State to work in another without re-examination.

Persons who want to become cosmetologists must have finger dexterity, a sense of form and artistry, and the physical stamina to stand for long periods of time. They should enjoy dealing with the public and be willing and able to follow customers' instructions. Because hairstyles are constantly changing, cosmetologists must keep abreast of the latest fashions and beauty techniques. Business skills are important for those who plan to operate their own salons.

Practically all schools help their students find jobs. During their first

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months on the job, new cosmetologists are given relatively simple tasks, such as giving manicures or shampoos, or are assigned to work on customers who are not regular patrons. Once they have demonstrated their skill, they are assigned to regular customers and perform the more complicated tasks of styling, coloring, and permanent waving hair.

Advancement usually is in the form of higher earnings as cosmetologists gain experience and build a steady clientele; but many manage large salons or open their own after several years of experience. Some teach in cosmetology schools or use their knowledge and skill to demonstrate cosmetics in department stores. A few work as inspectors for State cosmetology boards.

### Employment Outlook

Employment of cosmetologists is expected to grow about as fast as the average for all occupations through the mid-1980's as population increases and the number of working women rises. The trend to hairstyling for men also creates a demand for these workers because many men go to unisex shops or beauty salons for styling services. In addition to openings due to growth in the occupation, thousands of cosmetologists will be needed each year to replace those who die, retire, or leave the occupation.

Some cosmetologists work for manufacturers of hair-care products and demonstrate hair-cutting and styling techniques at trade shows and conventions.

Employment in this occupation is not strongly affected by downturns in the business cycle, and job opportunities are expected to be good for both newcomers and experienced cosmetologists. Many openings should be available for persons seeking part-time work.

### Earnings and Working Conditions

Cosmetologists receive income from commissions or wages and from tips. Those who are not shop owners receive a percentage of the money they take in, usually 50 percent; a few are paid straight salaries.

Weekly earnings of experienced cosmetologists (including tips) generally ranged between $250 and $300 in 1974, according to limited information available. After 10 years of experience, they can earn more than $400 a week. Beginners usually earned $75 to $100 a week.

Those cosmetologists who cut and style men's hair often earn more than those who work on women's hair because the services they provide are more expensive. The few cosmetologists who set hairstyle trends earn $1,000 a week or more.

Earnings also depend on the size and location of the salon, customers' tipping habits, competition from other beauty salons, and the individual cosmetologist's ability to attract and hold regular customers.

Many full-time cosmetologists work more than 40 hours a week, including evenings and Saturdays when beauty salons are busiest. More than one-third of all cosmetologists work part time, usually during these busy hours.

A few large salons and department stores offer group life and health insurance and other benefit plans. Nearly all employers provide annual paid vacations of at least 1 week after a year's service.

The principal union which organizes cosmetologists—both employees and salon owners—is the Journeymen Barbers, Hairdressers, Cosmetologists, and Proprietor's International Union of America. The principal trade association which represents and organizes salon owners and managers is the Associated Master Barbers and Beauticians of America. Other organizations include the National Hairdressers and Cosmetologists Association, Inc.; the National Association of Cosmetology Schools, Inc., which represents school owners and teachers; and the National Beauty Culturists' League, representing black cosmetologists, teachers, managers, and salon owners.

### Sources of Additional Information

A list of approved training schools and licensing requirements can be obtained from State boards of cosmetology. Additional information about careers in cosmetology and State licensing requirements is available from:

National Beauty Career Center, 3839 White Plains Rd., Bronx, N.Y. 19467.

National Hairdressers and Cosmetologists Association, 3510 Olive St., St. Louis, Mo. 63103.

For general information about the occupation, contact:

Journeymen Barbers, Hairdressers, Cosmetologists, and Proprietors International Union of America, 7050 West Washington St., Indianapolis, Ind. 46241.

National Association of Cosmetology Schools, 599 South Livingston Ave., Livingston, N.J. 07039.

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## DENTAL ASSISTANTS

(D.O.T. 079.378)

### Nature of the Work

Dental assistants work with dentists as they examine and treat patients. The assistant makes the patients comfortable in the dental chair, prepares them for treatment, and obtains their dental records. The assistant hands the dentist the proper instruments and materials and keeps the patient's mouth clear by using suction or other devices. Dental assistants prepare materials for making impressions and restorations and expose X-rays and process dental X-ray film as directed by the dentist. They also provide oral health instruction and prepare instruments for sterilization.

Dental assistants perform a variety of duties that do not require the dentist's professional knowledge and skill. Some assistants make casts of the teeth and mouth from impressions taken by the dentist. These casts are used by dentists and technicians to make dentures. Some assistants apply medicine to the teeth and oral tissue, remove excess cement used in the filling process from surfaces of the teeth, and place rubber dams on the teeth to isolate them for individual treatment. Some dental assistants manage the office and arrange and confirm appointments, receive patients, keep treatment records, send bills, receive payments, and order dental supplies and materials.

The work of the dental assistant should not be confused with that of the dental hygienist who scales and cleans the teeth. (See statement on Dental Hygienists elsewhere in the *Handbook*.)

### Places of Employment

Nearly 120,000 persons, practically all of them women, worked as dental assistants in 1974; about 1 out of 10 worked part time.

Most dental assistants work in private dental offices, either for individual dentists or for groups of dentists. Many of the remainder work in dental schools, hospital dental departments, State and local public health departments, or private clinics. The Federal Government employs dental assistants, chiefly in the Public Health Service, the Veterans Administration, and the Armed Forces.

### Training, Other Qualifications, and Advancement

Most dental assistants learn their skills on the job. An increasing number, however, are trained in formal post-high school programs. About 260 such programs were accredited by the Council on Dental Education of the American Dental Association (ADA) in 1974. Some were supported by funds authorized under Federal legislation.

Most post-high school courses in dental assisting are given in junior and community colleges or in vocational or technical schools. More than three-fourths of these programs last 1 year and lead to a certificate or diploma. Graduates of 2-year programs offered in junior and community colleges earn an associate degree upon completion of specialized training and liberal arts courses. The minimum requirement for any of these programs is a high school diploma or its equivalent. Some schools also require typing or a science or business course. Although some private schools offer 4- to 6-month courses in dental assisting, these are not accredited by the dental profession.

High school students interested

**Dental assistants prepare materials for making impressions.**

From: U.S. Department of Labor. Bureau of Labor Statistics. *Occupational Outlook Handbook*, 1976-77 Edition. Bulletin 1875.

in careers as dental assistants are advised to take courses in biology, chemistry, health, typing, and office practice.

Approved dental assisting curriculums include classroom and laboratory instruction in skills and related theory and usually a general occupational orientation. Trainees get practical experience in affiliated dental schools, local clinics, or selected dental offices.

A correspondence course accredited by the American Dental Association is available for employed dental assistants who are learning on the job or who otherwise are unable to participate in regular dental assisting programs on a full-time basis. The correspondence program is equivalent to 1 academic year of study, but generally requires about 2 years to complete.

Graduates of accredited dental assistant programs who successfully complete an examination administered by the Certifying Board of the American Dental Assistants Association may become Certified Dental Assistants. Certification is acknowledgement of an assistant's qualifications but is not generally required for employment.

After working 1 or 2 years, dental assistants sometimes seek to add to their skills by becoming dental hygienists. Prospective dental assistants who foresee this possibility should plan carefully since credit earned in a dental assistant program usually is not applicable toward requirements for a dental hygiene certificate.

## Employment Outlook

Employment opportunities for dental assistants are expected to be excellent through the mid-1980's, especially for graduates of academic programs in dental assisting. Part-time opportunities also will be very favorable.

Employment of dental assistants is expected to grow faster than the average for all occupations, largely because recent graduates of dental schools have been taught to use assistants in their practice. In addition, the increase in the demand for dental services which stems from population growth, a growing awareness of the importance of regular dental care, and the increasing ability of people to pay for care will contribute to the demand for dental assistants. For example, increased participation in dental prepayment plans and public programs such as Medicaid bring dental services within the reach of many who could not afford them otherwise.

In addition to job openings created by growth in the demand for dental assistants, thousands of assistants also will be required each year to replace those who leave the field.

## Earnings and Working Conditions

Salary depends largely on the assistant's education and experience, the duties and responsibilities attached to the particular job, and geographic location. Most dental assistants earned annual salaries between $5,200 and $7,800 in 1974, according to the limited data available.

In the Federal Government, experience and the amount and type of education determine entrance salaries. In late 1974, a high school graduate who had 6 months of general experience started at $6,764 a year; graduates of an ADA-approved 1-year training program who had an additional year of general experience could expect to start at $7,596 a year.

Although the 40-hour workweek prevails for dental assistants, the schedule is likely to include work on Saturday. A 2- or 3-week paid vacation is common. Some dentists provide sick leave and other benefits. Dental assistants who work for the Federal Government receive the same employee benefits as other Federal workers.

Dental assistants work in a well-lighted, clean environment. They must be careful in handling X-ray and other equipment.

## Sources of Additional Information

Information about career opportunities, scholarships, accredited dental assistant programs, including the correspondence program, and requirements for certification is available from:

American Dental Assistants Association,
211 E. Chicago Ave., Chicago, Ill. 60611.

Other material on opportunities for dental assistants is available from:

Division of Dental Health, Public Health Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

From: U.S. Department of Labor. Bureau of Labor Statistics. *Occupational Outlook Handbook*, 1976-77 Edition. Bulletin 1875.

## TECHNICAL WRITERS

(D.O.T. 139.288)

### Nature of the Work

Technical writers organize, write, and edit materials about science and technology in order to establish clearer communication between those who develop information—scientists, engineers, and design technicians—and the users of their information—operators, repairers, scientists, engineers, executives, or consumers. Their writing must always be clear and easy to follow, and when it is to be used by specialists it often must include technical detail and a highly specialized vocabulary. Technical writers usually arrange for the preparation of tables, charts, illustrations, and other artwork, and may work with technical illustrators, drafters, or photographers.

Before starting a writing assignment, technical writers usually learn as much as they can about their subject. This process involves studying reports, reading technical journals, and consulting with the engineers, scientists, and other technical personnel who have worked on the project. Then they prepare a rough draft that may be revised several times before it is accepted in final form.

The technical writer's product takes many forms—publicity releases on a company's scientific or technical achievements, manufacturers' contract proposals to government agencies, manuals that explain how to operate, assemble, disassemble, maintain, or overhaul components of a missile system or a home appliance, or articles for scientific and engineering periodicals or popular magazines.

### Places of Employment

An estimated 20,000 technical writers and editors—about one-fifth women—were employed in 1974. Many technical writers are employed in the electronic and aerospace industries. Some work for research and development firms or for the Federal Government—mainly in the Departments of Defense and Agriculture, the Energy Research and Development Administration, and the National Aeronautics and Space Administration. Others work in firms that specialize in technical writing. A few are in business for themselves as freelance technical writers.

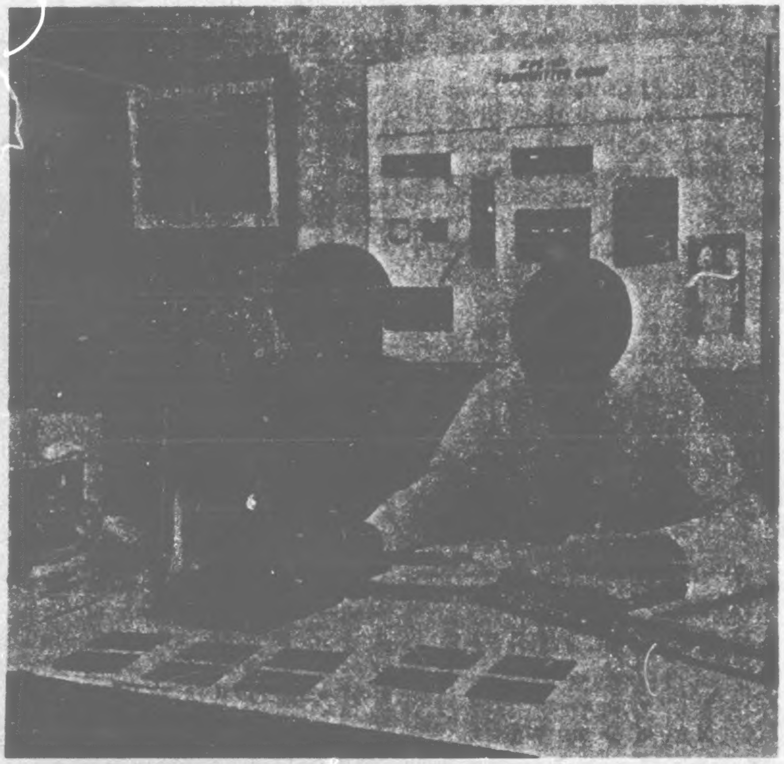
Technical writers are employed all over the country but the largest concentrations are in the Northeastern States, Texas, and California.

### Training, Other Qualifications, and Advancement

Although there are no prescribed requirements for entry into the technical writing field, a combination of technical experience and writing ability will generally qualify a person to work as a technical writer.

While a college background is helpful and sometimes necessary, most technical writers do not enter the occupation as recent college graduates. The majority, whatever their level of educational attainment, work initially as technicians, scientists, or engineers. In time, usually as a part of their technical assignment, they assume some writing duties, and develop technical communication skills. Eventually they decide to work entirely in technical writing.

Some employers, however, demand a 4-year college education. Many prefer the applicant to have a degree in science or engineering, with a strong background in English, while others emphasize writing ability.



**Technical writers discuss specifications of fighter plane component to be included in technical manual.**

From: U.S. Department of Labor. Bureau of Labor Statistics. *Occupational Outlook Handbook*, 1976-77 Edition. Bulletin 1875.

In 1974, 12 colleges and universities offered 4-year programs leading to a bachelor's degree in technical writing, technical communication, or technical journalism; three schools offered graduate work and degrees in the field. More than 400 4-year colleges offered at least one course in technical writing as part of the regular curriculum. Almost all colleges, and some engineering schools, offer English courses to sharpen writing skills, and some conduct summer workshops and short-term seminars for technical writers.

Besides having writing skills, technical writers should be able to think logically, understand scientific and technical concepts, and do detailed and accurate work. They should be able to work and talk easily with others since they often work as part of a team. At other times, however, technical writers must work alone with little or no supervision, so they must be able to accept responsibility and exercise initiative.

Beginners often assist experienced technical writers by doing library research, and by preparing drafts of reports. Experienced writers in organizations that have large technical writing staffs may advance to technical editor or other supervisory and administrative positions. After gaining experience and contacts, a few go into business for themselves. It also is possible to advance by becoming a specialist in a particular scientific or technical subject. These writers sometimes prepare syndicated newspaper columns or articles for popular magazines.

## Employment Outlook

Employment of technical writers is expected to increase about as fast as the average for all occupations through the mid-1980's. In addition to openings due to growth, opportunities will result from the need to replace those who die, retire, or transfer to other occupations. Employment opportunities will be best for experienced technical writers and for beginners who have good writing ability and the appropriate technical education. Those with only minimum qualifications, however, may face stiff competition for beginning jobs.

Requirements for technical writers are expected to increase because of the need to put the growing amount of scientific and technical information into language that can be understood by managers for decisionmaking and by technicians for operating and maintaining complex industrial equipment. Since many products will continue to be assembled from components manufactured by different companies, technical writers also will be needed to describe, in simple terms, how the components fit together. Others will be needed to improve and simplify operating and maintenance instructions for consumer products.

However, since many technical writers work in defense- and space-related activities, including research and development, future job opportunities are related to government expenditures in these areas. Through the mid-1980's, R & D expenditures of Government and industry are expected to increase, although at a slower rate than during the 1960's.

Technical writers, as discussed in this statement, include only those persons whose primary job is to write about, interpret and edit technical subject matter. Those primarily employed as scientists, engineers or other technical specialists who may do a considerable amount of writing are not covered here. As technology becomes increasingly complex, more writing assignments may require technical and scientific knowledge equivalent to that of an engineer or scientist.

Technical writers who have training in journalism may find opportunities in other fields that employ writers such as advertising, public relations, trade publishing, and television and radio broadcasting.

## Earnings and Working Conditions

Technical writers have high earnings compared with average earnings for nonsupervisory workers in private industry, except farming. Salaries of technical writers depend not only on ability, education, and experience, but also on the type, size, and location of their employing firm.

Starting salaries in 1974 ranged from about $7,000 a year for those with minimal qualifications to over $15,000 a year for those with technical experience and college education. Experienced technical writers average around $17,500 a year, while those in supervisory positions earned $20,000 or more.

Earnings of freelance writers vary greatly and depend on the writer's ability and reputation.

In the Federal Government in late 1974, inexperienced technical writers with a bachelor's degree and about five science courses could start at either $8,500 or $10,520 a year, depending on their college grades. Those with 2 years of experience could start at $12,841 and with 3 years of experience, $15,481.

Technical writers generally work in clean well-lighted places, though they may work under considerable pressure, frequently working overtime when a publication deadline has to be met.

## Sources of Additional Information

For information about careers in technical writing, contact:

Society for Technical Communication, Inc.,
Suite 421, 1010 Vermont Ave. NW.,
Washington D.C. 20005.

From: U.S. Department of Labor. Bureau of Labor Statistics. *Occupational Outlook Handbook*, 1976-77 Edition. Bulletin 1875.

## VETERINARIANS

(D.O.T. 073.081 through .281)

### Nature of the Work

Veterinarians (doctors of veterinary medicine) diagnose, treat, and control diseases and injuries among animals. Their work is important for the Nation's food production. It is also important for public health, because it helps to prevent the outbreak and spread of animal diseases, many of which can be transmitted to human beings.

Veterinarians treat animals in hospitals and clinics or on the farm and ranch. They perform surgery on sick and injured animals and prescribe and administer drugs, medicines, and vaccines.

About one-third of all veterinarians treat small animals or pets exclusively. About the same number treat a mix of both large and small animals. A large number specialize in the health and breeding of cattle, poultry, sheep, swine, or horses. Many veterinarians inspect meat, poultry, and other foods as part of Federal and State public health programs. Others teach in veterinary colleges. Some do research related to animal diseases, foods and drugs, or work as part of a medical research team to seek knowledge about prevention and treatment of human disease.

### Places of Employment

There were about 29,000 veterinarians active in 1974—3 percent of them women. About 7 out of 10 veterinarians were in private practice. The Federal Government employed about 2,500 veterinarians, chiefly in the U.S. Department of Agriculture and the U.S. Public Health Service. About 800 more were commissioned officers in the veterinary services of the Army and Air Force. Other employers of veterinarians are State and local government agencies, international health agencies, colleges of veterinary medicine, medical schools, research and development laboratories, large livestock farms, animal food companies, and pharmaceutical companies that manufacture drugs for animals.

Although veterinarians are located in all parts of the country, the type of practice generally varies according to geographic setting. Veterinarians in rural areas chiefly treat farm animals; those in small towns usually engage in general practice; those in cities and suburban areas often limit their practice to pets.

### Training, Other Qualifications, and Advancement

Veterinarians must be licensed to practice in all States and the District of Columbia. To obtain a license, applicants must have a Doctor of Veterinary Medicine (D.V.M. or V.M.D.) degree and pass a State board examination. A few States also require that applicants have some practical ex-

From: U.S. Department of Labor. Bureau of Labor Statistics. *Occupational Outlook Handbook*, 1976-77 Edition. Bulletin 1875.

perience under the supervision of a licensed veterinarian. Some States issue licenses without further examination to veterinarians already licensed by another State.

For positions in research and teaching, an additional master's or Ph. D. degree usually is required in a field such as pathology, physiology, or bacteriology.

Minimum requirements for the D.V.M. or V.M.D. degree are 2 years of preveterinary college work that emphasize the physical and biological sciences, followed by 4 years of study in a college of veterinary medicine. However, two professional schools require 3 years of preveterinary study. Most veterinary school applicants have completed 3 to 4 years of college before entering the professional program. Veterinary college training includes considerable practical experience in diagnosing and treating animal diseases and performing surgery, and laboratory work in anatomy, biochemistry, and other scientific and medical subjects.

There were 19 colleges of veterinary medicine in the United States in 1974. When selecting students for admission, these colleges considered primarily the applicants' scholastic records and the amount and character of their preveterinary training. Residents of the State in which each college is located usually are given preference by that college since these schools are largely State supported. In the South and West, regional educational plans permit cooperating States without veterinary schools to send students to designated regional schools. In other areas, colleges which accept a certain number of students from other States usually give priority to applicants from nearby States that do not have veterinary schools.

Federal funds provide a limited number of loans for needy students pursuing full-time study leading to the degree of Doctor of Veterinary Medicine.

Most veterinarians begin as employees or partners in established practices. A few start their own practices with a modest financial investment in drugs, instruments, and an automobile. With a more substantial investment, one may open an animal hospital or purchase an established practice. Newly qualified veterinarians may enter the Army and Air Force as commissioned officers, or qualify for Federal positions as meat and poultry inspectors, disease-control workers, epidemiologists, research assistants, or commissioned officers in the U.S. Public Health Service.

## Employment Outlook

Employment opportunities for veterinarians are expected to be favorable through the mid-1980's. Veterinary employment is expected to grow faster than the average for all occupations through the mid-1980's, primarily because of growth in the pet population, an increase in the numbers of livestock and poultry needed to feed an expanding population, and an increase in veterinary research. Emphasis on scientific methods of raising and breeding livestock and poultry and growth in public health and disease control programs also will contribute to the demand for veterinarians.

## Earnings and Working Conditions

Newly graduated veterinarians employed by the Federal Government started at $13,697 a year in late 1974. Salaries of experienced veterinarians employed by the Department of Agriculture ranged between $17,500 and $35,000 a year. The incomes of veterinarians in private practice vary considerably, depending on such factors as location, type of practice, and years of experience, but usually are higher than those of other veterinarians, according to the limited data available.

Veterinarians sometimes may be exposed to danger of injury, disease, and infection. Those in private practice often have long and irregular working hours. Veterinarians in rural areas may have to spend much time traveling to and from farms and may have to work outdoors in all kinds of weather. Because they are self-employed, veterinarians in private practice usually can continue working well beyond normal retirement age.

## Sources of Additional Information

A pamphlet entitled *Today's Veterinarian* presents additional information on veterinary medicine as a career, as well as a list of colleges of veterinary medicine. A free copy may be obtained by submitting a request, together with a self-addressed stamped business size envelope, to:

American Veterinary Medical Association,
930 N. Meacham Rd., Schaumburg, Ill. 60172.

Information on opportunities for veterinarians in the U.S. Department of Agriculture is available from:

Agricultural Research Service, U.S. Department of Agriculture, Hyattsville, Md. 20782.

Animal and Plant Health Inspection Service, Personnel Division, 12th and Independence Ave. SW., Washington, D.C. 20250.

Agricultural Marketing Service, Personnel Division, 12th and Independence Ave. SW., Washington, D.C. 20250.

Students seeking loan or scholarship assistance should send inquiries to the schools in which they are interested.

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## *Appendix 2:*
## *Occupations Chart*

# Occupations Chart

These columns show the level of verbal and numerical ability needed for the occupation.

VH = very high
H = high
A = average
L = low
VL = very low

This column shows the minimum amount of education required for each occupation.

HS = high school
C = college
JC = junior college
OJ = on-the-job training
G = graduate school
AP = apprenticeship
T = technical school or other specialized training

These columns show the interest areas related to the occupation.

| | Ability Needed | | Interests | | | | | | | | | | Education Needed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Verbal | Numerical | Arts | Clerical Work | Mathematics | Literary | Mechanical Work | Music | Outside Work | Influencing People | Science | Social Service Work | |
| **Art, Design, and Communications** | | | | | | | | | | | | | |
| Architect | VH | VH | ● | | ● | | ● | | | | | | T, AP, C |
| Commercial Artist | H | A | ● | | | ● | | | | | | | T, C |
| Interior Designer | VH | A | ● | | | | | | | ● | | ● | JC, C, T |
| Newspaper Reporter | VH | A | ● | | | ● | | | ● | ● | | | C |
| Performing Artists | VH | VL | ● | | | ● | | ● | | ● | | | T, C |
| Photographer | A | A | ● | | | | | | ● | ● | | | HS, T, OJ |
| Technical Writer | A | H | | ● | | ● | | | | | ● | | C |
| **Construction** | | | | | | | | | | | | | |
| Carpenter | A | A | | | | | ● | | ● | | | | AP |
| Ditch Digger | L | L | | | | | | | ● | | | | |
| Electrician | A | A | | | | | ● | | | | ● | | AP |
| Farm Hand | L | VL | | | | | | | ● | | | | |
| Fruit Picker | L | VL | | | | | | | ● | | | | |
| Iron Worker | L | VL | | | | | ● | | | | ● | | AP, OJ |
| Laborer | L | VL | | | | | ● | | ● | | | | |
| Lumber Worker | L | VL | | | | | ● | | ● | | | | |
| Operating Engineer | L | L | | | | | ● | | ● | | | | AP |
| Painter | L | L | ● | | | | ● | | | | | | AP |
| Plumber | A | A | | | | | ● | | ● | | ● | | AP |
| Welder | L | L | | | | | ● | | ● | | ● | | AP, OJ |

| | Ability Needed | | Interests | | | | | | | | | | Education Needed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Verbal | Numerical | Arts | Clerical Work | Mathematics | Literary | Mechanical Work | Music | Outside Work | Influencing People | Science | Social Service Work | |
| **Education and Related Occupations** | | | | | | | | | | | | | |
| Elementary Teacher | H | VH | ● | | ● | ● | | ● | ● | ● | ● | ● | C |
| College Teacher | H | VH | ● | | ● | ● | | ● | | ● | ● | ● | G |
| Librarian | H | A | ● | | ● | ● | | ● | | ● | ● | ● | G |
| Secondary Teacher | VH | VH | ● | | ● | ● | ● | ● | | ● | ● | ● | C |
| **Health** | | | | | | | | | | | | | |
| Dental Assistant | H | A | | ● | | | | | | | ● | ● | JC, T |
| Dental Hygienist | H | A | | | | | ● | | | | ● | ● | JC, T, C |
| Dental Laboratory Technician | A | A | | | | | ● | | | | ● | ● | OJ, T |
| Dentist | VH | H | | | | | ● | | | | ● | ● | G |
| Dietician | H | A | | | | | | | | | ● | ● | C |
| Hospital Administrator | VH | H | | | ● | | | | | ● | ● | ● | G, C |
| Inhalation Therapist | H | A | | | | | ● | | | | ● | ● | OJ, T, C |
| Medical Laboratory Assistant | H | A | | ● | | | | | | | ● | ● | JC, T, OJ |
| Medical Technologist | H | A | | | | | ● | | | | ● | ● | C |
| Nurse, Licensed Practical | H | A | | | | | | | | | ● | ● | T, JC |
| Nurse, Registered | H | A | | | | | | | | | ● | ● | T, JC, C |
| Nurses Aide | A | L | | | | | | | | | ● | ● | HS, OJ, T |
| Occupational Therapist | H | A | ● | | | | ● | | | ● | ● | ● | C |
| Optometrist | VH | H | | | ● | | ● | | | | ● | ● | G |
| Pharmacist | H | A | | | | | | | | | ● | ● | G |
| Physical Therapist | H | A | | | | | ● | | | ● | ● | ● | C |
| Physician | VH | H | | | | | | | | | ● | ● | G |
| Sanitarian | VH | H | | | ● | | ● | | | | ● | ● | C |
| Veterinarian | VH | H | | | | | | | ● | | ● | | G |
| X-Ray Technologist | VH | H | | | | | ● | | | | ● | ● | C, T, JC |
| **Industrial Production and Related Occupations** | | | | | | | | | | | | | |
| Lithographer | A | A | ● | | | | ● | | | | | | HS, T |
| Factory Inspector | L | L | | | | | ● | | | | | | HS |
| **Mechanics and Repairs** | | | | | | | | | | | | | |
| Air-Conditioning, Refrigeration, and Heating Mechanics | A | A | | | | | ● | | | | ● | | HS, AP, T, OJ |
| Appliance Service Technician | L | L | | | | | ● | | | ● | | | HS, T, OJ |
| Auto-Body Repair Worker | A | A | | | | | ● | | | | | | T, AP |

| | Ability Needed | | Interests | | | | | | | | | | Education Needed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Verbal | Numerical | Arts | Clerical Work | Mathematics | Literary | Mechanical Work | Music | Outside Work | Influencing People | Science | Social Service Work | |
| Auto Mechanic | A | A | | | | | ● | | | | ● | | T, AP |
| Automobile Service Station Attendant | L | L | | | | | ● | | ● | | | | HS |
| Business Machine Service Technicians | A | A | | | | | ● | | | ● | | | HS, T |
| Instrument Repair Technician | L | A | | | ● | | ● | | | | ● | | OJ, T, JC |
| Machinist | A | A | ● | | | | ● | | | | ● | | AP, T, OJ |
| Telephone Installers and Repair Technicians | L | L | | | | | ● | | ● | ● | | | HS, OJ |
| Television and Radio Service Technician | A | A | | | | | ● | | ● | ● | ● | | AP, T, OJ |
| **Office** | | | | | | | | | | | | | |
| Accountant | H | VH | | ● | ● | | | | | | | | C |
| Advertising Worker | H | VH | ● | ● | | ● | | ● | | ● | | | C |
| Bank Clerk, Teller | A | A | | ● | ● | | | | | | | | HS |
| Bank Officer | H | VH | | ● | ● | | | | | ● | | ● | C |
| Bookkeeper | A | A | | ● | ● | | | | | | | | HS, JC, OJ |
| Cashier | A | A | | ● | ● | | | | | | | ● | HS |
| Computer Operator | A | L | | ● | ● | | ● | | | | ● | | HS |
| Hotel Clerk | A | A | | ● | | | ● | | | ● | | ● | HS |
| Hotel Manager | VH | H | | | ● | | | | | ● | | ● | C |
| Keypunch Operator | A | A | | ● | ● | | | | | | | | HS, OJ |
| Lawyer | VH | H | | | | ● | | | | ● | | ● | G |
| Library Technician | H | A | | ● | | | | | | | | | JC |
| Office Machine Operator | A | A | | ● | | | ● | | | | | | HS |
| Personnel Worker | A | A | | | | | | | | ● | | ● | C |
| Postal Clerk | H | H | | ● | | | | | | | | ● | HS |
| Programmer | A | A | | | ● | | | | | | ● | | T, AP, C |
| Public Relations Worker | H | A | | | | ● | | | | ● | | | C |
| Purchasing Agent | H | H | | | ● | | | | | ● | | | C |
| Receptionist | H | A | | ● | | | | | | ● | | ● | HS |
| Secretary | H | A | | ● | | ● | | | | | | | HS, T |
| Shipping/Receiving Clerk | A | A | | ● | | | ● | | | | | | HS |
| Typist | A | L | | ● | | | | | | | | | HS |
| **Sales** | | | | | | | | | | | | | |
| Auto Parts Worker | A | A | | | | | ● | | | | | | |
| Auto Salesperson | A | L | | | | | ● | | | ● | | | HS |
| Insurance Agent | VH | A | | ● | ● | | | | | ● | | ● | HS, C |
| Manufacturer's Salesperson | A | A | | ● | | | | | | ● | | | C |
| Model | L | VL | ● | | | | | | | ● | | ● | T |
| Real Estate Salesperson | A | L | | | ● | | | | | ● | | | HS |
| Retail Salesperson | A | L | | ● | | ● | ● | | | ● | ● | | HS |
| Securities Salesperson | A | A | | | ● | | | | | ● | | | C |
| Service Station Attendant | A | A | | | | | ● | | ● | ● | | ● | |
| Wholesale Salesperson | A | L | | ● | | | | | | ● | | | HS |

| | Ability Needed | | Interests | | | | | | | | | | Education Needed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Verbal | Numerical | Arts | Clerical Work | Mathematics | Literary | Mechanical Work | Music | Outside Work | Influencing People | Science | Social Service Work | |
| **Scientific and Technical** | | | | | | | | | | | | | |
| Broadcast Technician | A | L | | | | | ● | ● | | | ● | | HS, T, JC |
| Drafter | A | H | ● | | ● | | ● | | | | ● | | JC, T, AP, OJ |
| Engineer | A | H | | | ● | | | | | | ● | | C |
| Engineer Technician | A | H | | | ● | | ● | | | | ● | | C, T, AP |
| Engineering and Science Technicians | H | A | | | ● | | ● | | | | ● | | JC, OJ, T, C |
| Environmental Scientist | VH | VH | | | ● | | ● | | ● | | ● | | C |
| Forester | VH | VH | | | | | | | ● | | ● | | C |
| Forestry Aide | A | L | | | | | ● | | ● | | ● | | JC, T |
| Life Scientist | VH | VH | | | | | | | | | ● | | G |
| Marketing Research Worker | VH | VH | | | ● | | | | | | ● | | C |
| Mathematician | VH | VH | | | ● | | | | | | ● | | C |
| Surveyor | H | H | ● | | ● | | | | ● | | | | JC, T, OJ, C |
| **Service** | | | | | | | | | | | | | |
| Barber | A | L | ● | | | | | | | | | ● | T, AP |
| Bellhop/Bell Captain | A | L | | | | | | | | | | ● | |
| Building Custodian | H | H | | | | | ● | | | ● | | ● | |
| Bus Boy or Girl | L | L | | | | | | | | ● | | ● | |
| Cook or Chef | A | A | ● | | | | ● | | | | | ● | T, OJ |
| Cook's Helper | L | VL | ● | | | | ● | | | | | ● | |
| Cosmetologist | A | L | ● | | | | | | | ● | | ● | T |
| Firefighter | L | L | | | | | ● | | ● | | | | HS, OJ |
| Groundskeeper | L | L | | | | | ● | | ● | | | | HS |
| Janitor | L | L | | | | | ● | | | | | | |
| Mail Carrier | A | A | | ● | | | | | | | | ● | HS |
| Meat Cutter | L | L | | | | | ● | | | | | | AP, OJ |
| Parking Lot Attendant | L | L | | | | | | | | ● | | | |
| Police Officer | H | A | | | | | | | ● | ● | | ● | HS, OJ |
| Private Household Worker | L | VL | | | | | | | | | | ● | |
| Sod Layer | VL | VL | | | | | | | ● | | | | |
| Telephone Operator | A | L | | ● | | | | | | ● | | ● | HS, OJ |
| Waiter/Waitress | L | L | | | | | | | | ● | | ● | |
| **Social Science** | | | | | | | | | | | | | |
| Historian | VH | H | | | | | ● | | | | | ● | C, G |
| **Social Service** | | | | | | | | | | | | | |
| Clergy | VH | H | | | | | ● | | | ● | | ● | G |
| Counselor | VH | A | | | | | | | | ● | ● | ● | C |
| Home Economist | VH | H | | | | | | | | ● | ● | ● | C |
| Psychologist | VH | H | | | | | | | | | ● | ● | G |
| Recreation Worker | VH | H | | | | | | | ● | ● | | ● | C |
| Social Worker | VH | A | | | | | | | | ● | ● | ● | C |

| Transportation | Ability Needed | | Interests | | | | | | | | | | Education Needed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Verbal | Numerical | Arts | Clerical Work | Mathematics | Literary | Mechanical Work | Music | Outside Work | Influencing People | Science | Social Service Work | |
| Aircraft Mechanic | A | A | | | | | ● | | ● | | ● | | HS, T, AP |
| Air Traffic Controller | A | A | | | ● | | ● | | ● | | | | HS |
| Flight Attendants | L | L | | | | | | | | ● | | ● | HS, OJ |
| Pilot | A | A | | | ● | | ● | | ● | | ● | | HS, T |
| Truck, Bus Driver | L | L | | | | | ● | | ● | | | | T |

# Appendix 3:

# Helpful Names and Addresses

# Helpful Names and Addresses*

**Agriculture**

Contact county extension offices; or the Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida, Gainesville, FL 32601; or the Extension Service, U.S. Department of Agriculture, Washington, DC 20250.

**Anthropology**

Careers, American Anthropological Association, 1703 New Hampshire Avenue, NW, Washington, DC 20009.

**Architecture**

The American Institute of Architects, 1785 Massachusetts Avenue, NW, Washington, DC 20036.

**Atomic Energy**

U.S. Atomic Energy Commission, Washington, DC 20545.

**Aviation**

**Aircraft mechanics:** Information Retrieval Branch, Federal Aviation Administration Library, HY-630, Federal Aviation Administration, Washington, DC 20553.

**Aircraft, missile, and spacecraft:** National Aeronautics and Space Administration, Washington, DC 20546.

**Air traffic controllers:** Information Retrieval Branch, Federal Aviation Administration Library, HY-630, Federal Aviation Administration, Washington, DC 20553.

**Flight engineers:** Flight Engineers' International Association, 100 Indiana Avenue, NW, Washington, DC 20001.

**Pilots and copilots:** Airline Pilots Associntion, International, 1329 E Street, NW, Washington, DC 20004.

**Baking**

National Bakers Association, 1700 Pennsylvania Avenue, NW, Washington, DC 20006.

**Business Administration**

**Accountants:** National Association of Accountants, 505 Park Avenue, New York, NY 10022.

**Advertising workers:** American Advertising Federation, 1225 Connecticut Avenue, NW, Washington, DC 20036.

**Marketing research workers:** Small Business Administration, Washington, DC 20416.

**Personnel workers:** American Society for Personnel Administration, 19 Church Street, Berea, OH 40017.

**Public relations workers:** The Information Center, Public Relations Society of America, Incorporated, 845 Third Avenue, New York, NY 10022.

**Chemistry**

American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20415.

**Clergy**

Contact your local clergy.

**Clerical and Related**

**Clerical workers:** Contact your state employment office for information concerning positions of bookkeepers, cashiers, file clerks, office machine operators, receptionists, typists, and telephone operators.

**Electronic computer personnel:** Data Processing Management Association, 505 Busse Highway, Park Ridge, IL 60068.

**Programmers:** Processing Management Association, 505 Busse Highway, Park Ridge, IL 60068.

**Stenographers and secretaries:** The Institute for Certifying Secretaries, 616 East 63rd Street, Kansas City MO 64110.

**Conservation**

**Foresters:** U.S. Department of Agriculture, Forest Service, Washington, DC 20250.

**Forestry aides:** U.S. Department of Agriculture, Forest Service, Washington, DC 20250.

**Range managers:** Bureau of Land Management, Denver Service Center, Federal Center Building 50, Denver, CO 80225.

**Construction**

**Brick layers:** Brick Layers, Masons, and Plasterers' International Union of America, 815 Fifteenth Street, NW, Washington, DC 20005.

**Building trades:** American Federation of Labor and Congress, International Union of America, 815 Sixteenth Street, NW, Washington, DC 20006.

**Carpenters:** United Brotherhood of Carpenters and Joiners of America, 101 Constitution Avenue, NW, Washington, DC 20001.

**Cement masons:** Brick Layers, Masons, and Plasterers' International Union of America, 815 Fifteenth Street, NW, Washington, DC 20005.

**Operating engineers (construction):** International Union of Operating Engineers, 1125 Seventh Street, NW, Washington, DC 20036.

**Plumbers and pipe fitters:** National Association of Plumbing-Heating-Cooling Contractors, 1016 20th Street, NW, Washington, DC 20036.

**Sheet metal workers:** Sheet Metal Workers' International Association, 1000 Connecticut Avenue, NW, Washington, DC 20036.

**Counseling**

**Employment counselors:** National Employment Counselors Association, 1607 New Hampshire Avenue, NW, Washington, DC 20005.

**Rehabilitation counselors:** National Rehabilitation Counseling Association, 1522 K Street, NW, Washington, DC 20005.

**School counselors:** American School Counselors Association, 1607 New Hampshire Avenue, NW, Washington, DC 20009.

**Electronics**

Electronic Industries Association, 2001 I Street, NW, Washington, DC 20001.

**Engineering**

**Aerospace engineers:** American Institute of Aeronautics and Astronautics, Incorporated, 1290 Avenue of the Americas, New York, NY 10019.

**Agricultural engineers:** American Society of Agricultural Engineers, 2590 Niles Road, St. Joseph, MI 49085.

**Civil engineers:** American Society of Civil Engineers, 345 East 47th Street, New York, NY 10017.

**Electrical engineers:** Institute of Electrical and Electronic Engineers, 345 East 47th Street, New York, NY 10017.

**Mechanical engineers:** American Society of Mechanical Engineers, 345 East 47th Street, New York, NY 10017.

**Federal Investigation**

The Federal Bureau of Investigation, U.S. Department of Justice, Washington, DC 20535.

**Firefighting**

International Association of Firefighters, 905 Sixteenth Street, NW, Washington, DC 20006.

**Floor Covering Installation**

Carpet and Rug Institute, Empire State Building, New York, NY 10001.

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**Adapted from *Choosing Your Career*, © 1973, Educational Services, 114 E. Missouri St., Kirksville, Missouri.**

## Health Service

**Dental assistants:** Division of Dental Health, Public Health Service, U.S. Department of Health, Education and Welfare, Washington, DC 20201.

**Dental hygienists:** Division of Dental Health, Public Health Service, U.S. Department of Health, Education and Welfare, Washington, DC 20201.

**Dental laboratory technicians:** American Dental Association, Council on Dental Education, 211 East Chicago Avenue, Chicago, IL 60611.

**Dentists:** Dental Association, Council on Dental Education, 211 East Chicago Avenue, Chicago, IL 60611.

**Hospital attendants:** Division of Career and Recruitment, American Hospital Association, 840 North Lake Shore Drive, Chicago, IL 60611.

**Licensed practical nurses:** ANA-NLN Committee on Nursing Careers, American Nurses' Association, 10 Columbus Circle, New York, NY 10019.

**Medical assistants:** American Association of Medical Assistants, 200 East Ohio Street, Chicago, IL 60611.

**Medical laboratory workers:** American Society of Medical Technologists, Suite 1600, Hermann Professional Building, Houston, TX 77025.

**Medical record librarians:** The American Medical Record Association, 875 North Michigan Avenue, Suite 1850, Chicago, IL 60611.

**Occupational therapists:** American Occupational Therapy Association, 251 Park Avenue South, New York. NY 10010.

**Optometrists:** Optometric Association, 7000 Chippewa Street, St. Louis, MO 63119.

**Osteopathic physicians:** American Osteopathic Association, 212 East Ohio Street, Chicago, IL 60611.

**Pharmacists:** American Pharmaceutical Association, 2215 Constitution Avenue, NW, Washington, DC 20037.

National Pharmaceutical Council, Incorporated, 1030 Fifteenth Street, NW, Washington, DC 20005.

**Physicians:** Association of Medical Colleges, One DuPont Circle, NW, Washington, DC 20036.

**Registered nurses:** ANA-NLN Committee on Nursing Careers, American Nurses' Association, 10 Columbus Circle, New York, NY 10019.

**Surgical technicians:** Association of Operating Room Technicians, Incorporated, 8085 East Prentice, The Denver Technological Center, Englewood, CO 80110.

## Home Economics

American Home Economics Association, 2010 Massachusetts Avenue, NW, Washington, DC 20036.

## Law Enforcement

**Police officers:** International Association of Chiefs of Police, 11 Firstfield Road, Gaithersburg, MD 20760.

**State police officers:** Contact your state civil service commission.

## Law

Information Service, The American Bar Association, 1155 East 60th Street, Chicago, IL 60637.

## Machine Trades

The National Machine Tool Builders Association, 2139 Wisconsin Avenue, NW, Washington, DC 20007.

## Mechanics and Machine Repair

**Air-conditioning, refrigeration, and heating mechanics:** Refrigeration Service Engineers Society, 433 North Waller Avenue, Chicago, IL 60644.

**Automobile body repairers:** Automotive Service Industry Association, 230 North Michigan Avenue, Chicago, IL 60601.

**Automobile mechanics:** Automotive Service Industry Association, 230 North Michigan Avenue, Chicago, IL 60601.

**Business machine servicers:** Contact local dealers who sell typewriters, adding and dictating machines, as well as branch offices of national companies. Technical and vocational schools offer training.

**Diesel mechanics:** International Association of Machinists and Aerospace Workers, 1300 Connecticut Avenue, NW, Washington, DC 20036.

**Farm Equipment mechanics:** Farm and Industrial Institute, 850 Wrigley Building, N, 410 North Michigan Avenue, Chicago, IL 60611.

**Motorcycle mechanics:** Contact local state employment office or local dealers.

**Television and radio servicers:** National Alliance of Television Association, 5908 South Troy Street, Chicago, IL 60629.

**Watch repairers:** American Watchmakers Institute, P.O. Box 11011, Cincinnati, OH 45211.

## Mining

American Association of Petroleum Geologists, P.O. Box 979, Tulsa, OK 74101.

## Music Education

Music Educators National Conference, The National Education Association, 1201 Sixteenth Street, NW, Washington, DC 20036.

## Plumbing and Pipe Fitting

National Association of Plumbing-Heating-Cooling Contractors, 1016 20th Street, NW, Washington, DC 20036.

## Printing

Printing Industries of America, Incorporated, 1730 North Lynn Street, New York, NY 10020.

## Recreation

National Industrial Recreation Association, 20 North Wacker Drive, Chicago, IL 60606.

## Sales

**Automobile parts salespersons:** Automobile Service Industry Association, 20000 K Street, NW, Washington, DC 20006.

**Insurance agents:** The Life Underwriter Training Council, 1922 F Street, NW, Washington, DC 20006.

**Real estate sales agents:** National Association of Real Estate Boards, Department of Education, 155 Superior Street, Chicago, IL 60611.

**Retail trade salespersons:** The National Retail Merchants Association, 100 West 31st Street, New York, NY 10001.

## Service

**Barbers:** National Association of Barber Schools, Incorporated, 750 Third Avenue, Huntington, WV 25701.

**Cooks and chefs:** Culinary Institute of America, Incorporated, 393 Prospect Street, NW, New Haven, CT 06511.

**Cosmetologists:** National Beauty Career Center, 3839 White Plains Road, Bronx, NY 10467.

## Sheet Metal Working

Sheet Metal Workers' International Association, 1000 Connecticut Avenue, NW, Washington, DC 20036.

## Social Work

Contact your city, county, or state welfare departments, departments of recreation, or local community action agency.

**Adapted from *Choosing Your Career*, © 1973, Educational Services, 114 E. Missouri St., Kirksville, Missouri.**

**Technical**

Drafters: American Federation of Technical Engineers, 1126 Sixteenth Street, NW, Washington, DC 20036.

Engineering and science technicians: National Council of Technical Schools, 1835 K Street, NW, Washington, DC 20006.

Food processing technicians: Contact your school counselor.

**Truck Driving**

American Trucking Association, 1616 P Street, NW, Washington, DC 20007.

**United States Government Publications**

U.S. Civil Service Commission, Washington, DC 20415.
U.S. Department of Agriculture, Washington, DC 20515.
U.S. Department of Commerce, Bureau of the Census, Washington, DC 20233.
U.S. Department of Defense, Washington, DC 20305.
  Includes:
  U.S. Air Force
  U.S. Army
  U.S. Coast Guard
  U.S. Marine Corps
  U.S. Navy
U.S. Department of Labor, Washington, DC 20210.
U.S. Government Printing Office, Superintendent of Documents, Washington, DC 20402. (Write for catalogs listing vocational monographs.)

Adapted from *Choosing Your Career*, © 1973, Educational Services, 114 E. Missouri St., Kirksville, Missouri.

# Appendix 4:

# Extra Copies of the Forms

# EXPLORING OCCUPATIONS WORKSHEET

Student's Name ______________________ Date __________

Title of occupation to be explored ______________________

List the names of books or other materials used, or persons interviewed ______________________

**Job Requirements**

What education and/or training is needed? ______________________

List any special abilities needed (verbal, numerical, mechanical, etc.) ______________________

Do you need a license or special certificate to do this work? ______________________

List any other requirements for this occupation ______________________

**Job Description**

What are the duties? ______________________

Check (✓) the kinds of interests that are related to this occupation. (This question may be omitted if the information is not available.)

- ☐ arts
- ☐ clerical work
- ☐ mathematics
- ☐ mechanical work
- ☐ literary
- ☐ music
- ☐ outside work
- ☐ science
- ☐ influencing people
- ☐ social service work

Check (✓) any special working conditions associated with this occupation.

- ☐ routine, unchanging work
- ☐ work that changes a lot
- ☐ work under supervision
- ☐ work without supervision
- ☐ work mostly with others
- ☐ work mostly alone
- ☐ very little movement
- ☐ heavy physical work
- ☐ dangerous work
- ☐ night or weekend work
- ☐ extreme heat or cold
- ☐ get dirty or greasy
- ☐ high pressure work
- ☐ much travel
- ☐ all inside work
- ☐ loud noise

Does the occupation have any other special working conditions? Describe them. ______________________

What is the pay or pay range for this occupation? ______________________

**Job Future**

What are the chances for advancement within this occupation? ______________________

What are the chances for staying employed in this occupation (employment outlook)?

______________________

**In Your Opinion . . .**

What are the major advantages of this occupation? ______________________

What are the major disadvantages of this occupation? ______________________

# EXPLORING OCCUPATIONS WORKSHEET

**Student's Name** ________________________ **Date** ____________

**Title of occupation to be explored** ________________________

**List the names of books or other materials used, or persons interviewed** ________________________

________________________________________________

### Job Requirements

**What education and/or training is needed?** ________________________

________________________________________________

**List any special abilities needed** (verbal, numerical, mechanical, etc.) ________________________

________________________________________________

**Do you need a license or special certificate to do this work?** ________________________

**List any other requirements for this occupation** ________________________

### Job Description

**What are the duties?** ________________________

________________________________________________

________________________________________________

**Check (✓) the kinds of interests that are related to this occupation. (This question may be omitted if the information is not available.)**

- ☐ arts
- ☐ clerical work
- ☐ mathematics
- ☐ mechanical work
- ☐ literary
- ☐ music
- ☐ outside work
- ☐ science
- ☐ influencing people
- ☐ social service work

**Check (✓) any special working conditions associated with this occupation.**

- ☐ **routine, unchanging work**
- ☐ **work that changes a lot**
- ☐ **work under supervision**
- ☐ **work without supervision**
- ☐ **work mostly with others**
- ☐ **work mostly alone**
- ☐ **very little movement**
- ☐ **heavy physical work**
- ☐ **dangerous work**
- ☐ **night or weekend work**
- ☐ **extreme heat or cold**
- ☐ **get dirty or greasy**
- ☐ **high pressure work**
- ☐ **much travel**
- ☐ **all inside work**
- ☐ **loud noise**

**Does the occupation have any other special working conditions? Describe them.** ________________________

________________________________________________

**What is the pay or pay range for this occupation?** ________________________

### Job Future

**What are the chances for advancement within this occupation?** ________________________

________________________________________________

**What are the chances for staying employed in this occupation (employment outlook)?**

________________________________________________

### In Your Opinion . . .

**What are the major advantages of this occupation?** ________________________

________________________________________________

**What are the major disadvantages of this occupation?** ________________________

________________________________________________

# EXPLORING OCCUPATIONS WORKSHEET

Student's Name ______________________ Date __________

Title of occupation to be explored ______________________

List the names of books or other materials used, or persons interviewed ______________________

______________________

**Job Requirements**

What education and/or training is needed? ______________________

______________________

List any special abilities needed (verbal, numerical, mechanical, etc.) ______________________

______________________

Do you need a license or special certificate to do this work? ______________________

List any other requirements for this occupation ______________________

**Job Description**

What are the duties? ______________________

______________________

______________________

Check (✓) the kinds of interests that are related to this occupation. (This question may be omitted if the information is not available.)

☐ arts
☐ clerical work
☐ mathematics
☐ mechanical work
☐ literary
☐ music
☐ outside work
☐ science
☐ influencing people
☐ social service work

Check (✓) any special working conditions associated with this occupation.

☐ routine, unchanging work
☐ work that changes a lot
☐ work under supervision
☐ work without supervision
☐ work mostly with others
☐ work mostly alone
☐ very little movement
☐ heavy physical work
☐ dangerous work
☐ night or weekend work
☐ extreme heat or cold
☐ get dirty or greasy
☐ high pressure work
☐ much travel
☐ all inside work
☐ loud noise

Does the occupation have any other special working conditions? Describe them. ______________________

______________________

What is the pay or pay range for this occupation? ______________________

**Job Future**

What are the chances for advancement within this occupation? ______________________

______________________

What are the chances for staying employed in this occupation (employment outlook)?

______________________

**In Your Opinion . . .**

What are the major advantages of this occupation? ______________________

______________________

What are the major disadvantages of this occupation? ______________________

______________________

# EXPLORING OCCUPATIONS WORKSHEET

Student's Name ________________________ Date ____________

Title of occupation to be explored ________________________

List the names of books or other materials used, or persons interviewed ________________________

________________________

**Job Requirements**

What education and/or training is needed? ________________________

________________________

List any special abilities needed (verbal, numerical, mechanical, etc.) ________________________

________________________

Do you need a license or special certificate to do this work? ________________________

List any other requirements for this occupation ________________________

**Job Description**

What are the duties? ________________________

________________________

________________________

Check (✓) the kinds of interests that are related to this occupation. (This question may be omitted if the information is not available.)

☐ arts
☐ clerical work
☐ mathematics
☐ mechanical work
☐ literary
☐ music
☐ outside work
☐ science
☐ influencing people
☐ social service work

Check (✓) any special working conditions associated with this occupation.

☐ routine, unchanging work
☐ work that changes a lot
☐ work under supervision
☐ work without supervision
☐ work mostly with others
☐ work mostly alone
☐ very little movement
☐ heavy physical work
☐ dangerous work
☐ night or weekend work
☐ extreme heat or cold
☐ get dirty or greasy
☐ high pressure work
☐ much travel
☐ all inside work
☐ loud noise

Does the occupation have any other special working conditions? Describe them. ________________________

________________________

What is the pay or pay range for this occupation? ________________________

**Job Future**

What are the chances for advancement within this occupation? ________________________

________________________

What are the chances for staying employed in this occupation (employment outlook)?

________________________

**In Your Opinion . . .**

What are the major advantages of this occupation? ________________________

________________________

What are the major disadvantages of this occupation? ________________________

________________________

# Match Sheet:

## Matching Personal and Occupational Characteristics

Name ____________________

Date ____________________

*Directions:* Write the titles of the two occupations you've explored (A and B) in the boxes at the top of the columns. Read each statement under *Characteristics.* If the statement is correct for either or both occupations, check the box under that occupation. If neither occupation matches your personal traits, check the box under *Neither.*

| Characteristics (Personal traits) | Occupation A | Occupation B | Neither |
|---|---|---|---|
| **Abilities** | | | |
| I have the abilities that this occupation requires. | ☐ | ☐ | ☐ |
| My plans for future education or training are at *least* equal to the amount and type this occupation requires. | ☐ | ☐ | ☐ |
| **Interests** | | | |
| My personal interests seem to match the interest areas related to this occupation. | ☐ | ☐ | ☐ |
| **Work Preferences** | | | |
| My work preferences fit in with the working conditions typical of this occupation. | ☐ | ☐ | ☐ |
| **Values (What's important to me)** | | | |
| The employment outlook for this occupation gives me the job security I need. | ☐ | ☐ | ☐ |
| The chances for advancement in this occupation are good enough to satisfy me. | ☐ | ☐ | ☐ |
| The pay range in this occupation is high enough to satisfy me. | ☐ | ☐ | ☐ |

## Match Sheet:

### Matching Personal and Occupational Characteristics

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Date ____________________

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| **Characteristics (Personal traits)** | **Occupation A** | **Occupation B** | |
|---|---|---|---|
| **Abilities** | | | **Neither** |
| I have the abilities that this occupation requires. | ☐ | ☐ | ☐ |
| My plans for future education or training are at *least* equal to the amount and type this occupation requires. | ☐ | ☐ | ☐ |
| **Interests** | | | |
| My personal interests seem to match the interest areas related to this occupation. | ☐ | ☐ | ☐ |
| **Work Preferences** | | | |
| My work preferences fit in with the working conditions typical of this occupation. | ☐ | ☐ | ☐ |
| **Values (What's important to me)** | | | |
| The employment outlook for this occupation gives me the job security I need. | ☐ | ☐ | ☐ |
| The chances for advancement in this occupation are good enough to satisfy me. | ☐ | ☐ | ☐ |
| The pay range in this occupation is high enough to satisfy me. | ☐ | ☐ | ☐ |

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## Matching Personal and Occupational Characteristics

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|---|---|---|---|
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| The pay range in this occupation is high enough to satisfy me. | ☐ | ☐ | ☐ |